



Angles

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Anglican Academy and Secondary School Heads

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Introduction

Where do you start when the path ahead is unclear and the landscape unstable?

There is no doubt that the educational landscape is being transformed. The Archbishop of Canterbury, addressing the AASSH Conference in September, called it the most significant move since the 1944 Education Act. The education agenda drives on with an unswerving sense of direction. Some have questioned Mr Gove's map-reading, but many have followed his lead - almost half of secondary schools are now academies.

Meanwhile, as Local Authority services dwindle and familiar ways of working no longer serve, are there markers in this new landscape to aim for? Three signposts come to mind.

To start with, partnership is more effective than narrow-minded independence. Partners who share resources - skills, understanding, staff - bring benefits to their own schools in the process of supporting

others. Staff on outreach in another school return refreshed and re-focussed. Schools giving support often find their own results rising. Now that local partnerships - membership of vulnerable & challenging pupil panels. It now looks likely that the "duty to co-operate" will appear in the Education Bill and SACRE boards, for example - are less obligatory, Church schools have a role to play in declaring our confidence in the value of partnership. It's a Christian rule.

Next, students matter more than league tables. Easy to say, but the pressure is on. Jen's Hair and Beauty course is for her a godsend. A bright girl but, ignored at home and disruptive in class, she felt she had no future and saw no point in school. Jen's vocational course gave her a sense of control and purpose. It gave her hope and incentive to persevere with the academic side too. Pressed into a solely academic routine (as the current agenda of EBacc and the removal of vocational

courses not externally assessed may have done), she would have thrown it all in. Instead, she has a College route mapped out and a confidence about the steps beyond. Schools are under pressure to guide pupils down paths that may be inappropriate for the individual child. Church schools will want to re-affirm their primary concern with the needs of our young people.

Lastly, agreement on our core Christian values is more important than conflict on the details. While we - staff, parents, governments - may disagree about the means to achieve a better future for our young people, it's worth re-asserting the common ground of our beliefs.

"Posts move. Goals don't," says an advert on the Tube. It's a good reminder to look for the opportunities to work together, place our young people first and assert the primacy of our Christian values, as we step out in to this new landscape.

Converting with faith

by Julie Roberts

Church of England Schools are very special places and although all schools are unique and individual in character we stand together as schools that care. As church schools we care about the welfare and academic progress of our students; we care about our students' education, their skills, their partnerships with others and about giving all children the opportunity to express their faith and grow spiritually and morally within a nurturing environment.

We care about our whole community and give a great deal of our valuable time, resources and commitment to others both through school partnerships at local, national and international level and through various charities and innovative partnerships external to our schools.

The world is constantly changing and the shifting sands of educational policy means that



Safe-guarding our faith character and ethos

no school can sit still. We all look to continually build upon the nurturing environment that being a Christian school entails and to extend our knowledge of

what can make a difference to the lives of our students and our communities. When Academy Status for outstanding schools was first mooted there was a great

deal of thinking about what this means for church schools. At Blue Coat we looked at what Academy Status could add to our ability to build upon our successes as a

Church school as we believe that in education today no-one can ever sit still and complacently say, “we’ve done it”. Our intentions to improve our learning, our resources, our provision and our work as a Christian school demanded innovative thinking, new methods, new technologies, new partnerships and access to the funding to help to make our dreams a reality.

It was important to us that Blue Coat would become a “Christian Academy”. Increased freedom and finance would allow us to play a more significant role as part of a wider faith community. Part of the mission is to strengthen links with Christian schools in the city. Social cohesion is strengthened because of our position to resource more “outreach projects” of an innovative nature, thereby taking the concept of Leading Edge to a higher level of engagement working even more closely with Church of England

schools to strengthen links and work with them in faith.

Our Christian ethos isn’t just some form of divine right that comes to us as a church school, it has to be worked at and it is valued by parents, students and staff alike because it comes from our conviction as a whole body that building an effective learning community works for us because it is underpinned by Christian values. Blue Coat is very special because of the distinctive Christian style. We are working to spread that success and work with other faith schools, helping them to develop links and Christian ethos in a way that works for all. There are several local Church of England schools that benefit from this connection in the locality and although we already work with some of these in curriculum terms current budget shares haven’t always allowed us to reach out in faith. The opportunities

presented by Academy status enhance this provision and allow us to share our worship resources and our faith dimension in a way that has not been possible before.

Core Christian beliefs of love, respect, forgiveness, humility, peace, justice, reconciliation and care for others creates an ethos with a strong sense of moral purpose and direction, which in turn drives achievement and personal development. As an Academy we are able to extend the support we offer to students and families, on their journey through childhood to adulthood by enhancing our provision of extended services and pastoral care, guidance and support which offer the best possible help and advice.

Academy Status is not for everyone but this article sets out to demonstrate a small part of what it has meant for us as

a church school. Our Christian ethos is an integral part of what we are about and our core values, achievements and partnerships all centre on our faith. We believe it is vital that we maintain all the strengths of our current alliances as a Church of England School and are adamant that built into any change of status for any Christian school is the connection with the church and Diocese thus retaining a distinctively Christian ethos.

The special values of our Church schools must be continued whatever our decisions as church school leaders. As an Academy we have been able to support more activities that benefit our community - improving existing facilities, developing our newly acquired land and making a real difference to the education of our students and that of other partner Church of England schools.

My Journey: incredible and inspiring

by Curtis Johns



Curtis Johns is a student at the David Young Community Academy in Leeds. Curtis spent his Year 7 at one of the predecessor schools for the Academy. This was a “failing” inner-city school where aspirations and performance of students was amongst the very worst in the country. The school, although out of special measures at the time of closure, had previously been in special measures for 5 years. Curtis is a gifted musician and is currently in Upper Sixth preparing for university. He has watched first-hand the difference a strong ethos rooted in Christian values makes to a community. In December this year Curtis spoke to over 200 people at the SSAT conference on the theme of achievement of working-class boys.

Throughout the last five years, I have been able to watch the academy grow and take shape into what we today recognize as a safe and loving professional atmosphere. The proficiency of our staff and students has developed positively and this is what allows us to succeed in the David Young Community Academy. Some may debate the contributing factors to success, but from my experiences and many of those around me, an ethos provides a model from which we can mould ourselves. After five years of determination our ethos

is a credible representation of the academy itself.

Our ethos aims to encourage a love for learning but also to actively promote solid Christian values as part of our everyday lives. Within our walls we have a distinctive atmosphere, one that boasts confidence in diversity amongst the students and respect for all faiths and its members. A dedicated worship room allows any student the support required for prayer and private reflection. There is a genuine respect and understanding of faiths and how they contribute

to society. We regularly pride ourselves through end of term celebrations. The entire school will congregate to the hall and we will experience what it means to be a community through music, drama, dance, speeches and prayer. This is truly a unique experience and embodied within the celebration is an encouragement and appreciation for the beauty of creation. We leave at the end of term recognizing the responsibility and care our environment requires. We pride ourselves in this ethos.

Throughout my educational journey I have witnessed and took part in some incredible and inspiring events. Our academy makes an active commitment to join hands with our community churches at Christmas time, Easter, and in times of mourning and celebration. This is an active commitment. We allow ourselves to be responsible for promoting strong moral values to those who need it most. The Bishop, David

Young, passed away in 2008, but his life and work continues to inspire the entire academy. We took a selection of students to the widely attended funeral, and some of us attended as those who would actually participate in the funeral service. I myself had the honour of singing in this service. Many other students sat and listened to how his life work inspired all, then they brought this back to the academy. Since his passing Bishop David Young's wife includes herself in the ongoing encouragement of our ethos, attending the academy and speaking in Graduations and achievement ceremonies.

Our ethos will continue to encourage and inspire all affiliated with our community academy in actively promoting support and understanding of what it means to have good Christian values. It is because of this support that our academy continues to thrive in excellence. Our aspirations have never been higher!



Admissions and the judgements we make

by David Shannon, Educational trainer and Link Tutor

“Middle class to lose stranglehold on places at top church schools”. The Sunday Telegraph was reacting last year to the Archbishop’s Council’s new guidelines on admissions.

The truth of course is elsewhere. There is no attempt in these guidelines to remove from governors of VA primary and secondary schools the requirement to frame their own admissions policies.

The guidelines state that policies must be fair and legal, approved by the school’s governing body, and have regard to guidance from their Diocesan Board of Education (DBE), which must be consulted. The guidelines mischievously comment that “an important role conferred on the DBEs by the government is that of objecting to admission arrangements in Church schools in the Diocese”. This scenario is likely to be as rare as it is alarming. And the guidelines are

silent about how such a situation would be resolved.

VA schools face problems when turning away the children of church families would leave those children with no suitable alternative for “Christian nurture”. It is hard to limit church-based admissions in the name of diversity and inclusivity when you know, as sometimes occurs, that your local community schools may offer little or no quality RE and collective worship programmes.

The guidelines discourage the use of points systems to allocate places, but offer no clear alternatives. Points systems at least can offer a fair and transparent way for places to be allocated, provided they are not over elaborate. In reality points systems

may give way to “tick boxes”, which seem more acceptable according to the guidelines!

Some principles for all church schools do however emerge:

- Check your admissions policy frequently for legality, since the laws on diversity and inclusivity are still evolving.
- Give priority to “looked after” (and “previously looked after”) children and those with “special social circumstances or exceptional medical need”.
- Ensure your admissions policy offers a balance between foundation and open places, but this is for your governing body to decide, taking note of local factors. Hence the existing pattern may well continue, with many secondary schools offering between 50% and 89% of places through foundation preference. The 11 secondaries taking only foundation places are likely to be asked by their DBEs to reconsider.
- Ensure the children of non-Anglican Christians are also accommodated, but it is recognized that the previous guideline of “churches affiliated to Churches together in England” is now inadequate. There are helpful examples of approaching the flourishing house-based and community-based churches.
- When making decisions between children of Christian families, “the only criterion to be taken into account should be attendance at worship”. It is left to governors to decide if a ten-minute epilogue after a mid-week games evening for children constitutes “attendance at worship” or not.

In short, there are as many issues raised as are resolved by these guidelines, but AASSH committee members are always available to give practical examples of how to make the “judgement of Solomon” as best as you can for your community!



Deep and Wide 2: who for?

In the first of her three articles, The Revd Rosemary Lain-Priestley explored the 'deep' experience that Church schools offer young people. In this article, she tackles the 'wide' – the people for whom our schools should cater. These articles come from a talk Rosemary gave to the AASSH Conference 2010 in response to the Conference's title.

As institutions with a faith foundation our schools and academies provide a context where it's still okay to say in the public sphere 'This is our faith and we're quite proud of it actually. We think it's a good thing and we offer it to you as a possibility'. That's what makes us distinctive and that's the opportunity that we must not screw up either by ducking the difficult questions about religion, or by failing to present it as exciting and accessible and life-changing, or by making the naïve mistake of thinking that to preach the Christian gospel is to disrespect other faiths or by avoiding serious engagement with other ideas and perspectives from the false premise that children will be spiritually damaged by exposure to difference and disagreement.

So far so good. This is what makes us distinctive. This is what makes us deep. But what makes us wide? I have a few questions about the offer that I've just described. 'Who do we want to do this for? To whom are we making this offer of a learning environment that nurtures, awakens and encourages the spiritual depths in young people? To which children should we extend this gift? And what do we require of them before we give them the opportunity to engage with it?'

Well, governing bodies all make their choices about admissions policies in complex and nuanced social contexts. Some characterise those decisions as being a choice between 'deep' or 'wide'. This view considers that 'deep' demands a school community wholly made up of church-going young people. A place where everyone buys into the specifically Christian ethos. Or as one primary school local to me puts it: 'Whilst recognising the needs of the community around us we have chosen to continue to serve our main priority, church-going children'. In contrast, 'wide' by this definition would mean a diverse school community made up of some



Christian believers, some children of other faiths and some from homes that have little or no engagement with religion at all. Or perhaps a community based entirely on geographical proximity to school.

You will all have your different views on this issue and you represent schools with very different admissions policies. It would be uncanny and unnatural if everybody's coincided with mine! I'm not here to campaign for a change in your admissions policies and in any event I ought to be talking to governors if that were my primary mission. However, I have come to believe, passionately, that

deep and wide can go together – even in this thorny area of Church and national politics. Several things have led me to this view.

Firstly, I believe that deep and wide can go together because one of the striking things I've heard in my time as Chair of Governors of a Church School with a 60:40 split – 60% church places, 40% community places – is girls from agnostic backgrounds talking about how being with people of faith has changed their view of religion and what it might be about, and of people who take religion seriously – and I wonder what better contribution to our world and national and local milieu there might be at this moment in time?

Secondly, I believe that deep and wide go hand in hand because it is often through our encounters with difference that we learn the most. Either because they open up new ways of looking at things which broaden our understanding or because we are prompted to look more deeply into our own beliefs. So there is an argument to say that if young people are not directly exposed to the contributions of people who have a perspective

other than their own, they find it very hard when they emerge from the education system and find themselves in a world where many, many people think differently to how they think and believe differently to how they believe.

In Mark's Gospel a Syro-Phoenician woman asks Jesus to heal her daughter. He tells her, essentially, that his mission is to the Jews, not the Gentiles. That it wouldn't be right to give the children's food to the little dogs. But she courageously replies 'Even the dogs get the scraps from under the table'. Jesus changes his mind and heals her child because this woman from a different culture and religion makes him think differently. He isn't threatened by her perspective, just challenged in a good way and he changes as a consequence. Deep and wide.

Then there is a third issue that has led me to think that in order to go deep we might have to go wide. For four years I have been part of the cohort at the school gate who anguish endlessly over the question of Secondary School admissions in a context where the best educational option for our daughters is undoubtedly the local Church school. Being party to those conversations I have often thought: what [do] we do to people's

perception of the Church and their genuine thirst for God and a spiritual dimension to life when we ask them to express that by jumping through the very specific hoop of weekly church attendance for two years prior to their child's application - or fortnightly attendance for three years, or whatever our requirements might be? What do we achieve in terms of their spiritual growth?

In the spirit of honesty and by way of illustration I'm happy to share with you that my family is currently jumping through that hoop. My role as Dean of Women's Ministry in central London doesn't require me to attend any one particular church, so since - four years ago - I left a decade of parish ministry, the girls and myself have floated around various local places of worship.

As of this new academic year however, we are attending the local church that will ensure our compliance with the relevant admissions policy. It's not the church that either of my daughters would have chosen because it probably isn't the one that best engages with their unfolding spirituality - and I worry about that because their unfolding spirituality is something that I would rather nurture than risk. But along with approximately 80 other children - most of whom seem

to be girls (the school in question is a girls' school) - we are doing what we are required to do. The parents sitting around me in the pews seem to feel variously about their situation - some are genuinely enjoying the experience, some seem resigned to it, and a few, I would hazard a guess, are a little resentful.



These are not simple issues. They are messy and complicated and different local situations will bring different appropriate responses from those who shape admissions policies. I would simply suggest that the neatest answer, the one that's easiest to monitor and simplest to defend in the context of admissions appeals is not always the right one or the most courageous or potentially fruitful.

And I would also ask: why would we want to offer this gift - this gift of the possibility of God and the possibility of the life-giving potential of spirituality and religious faith - only or predominantly to children of families who are already doing something to expose their children to it? Why do we not want to open the hearts and minds of children who have not had that experience or opportunity and give them the chance to explore the adventure of faith?

We don't have to be either deep or wide. We can be deep and wide. And perhaps we can be deeper because we're wider and have faced the challenges that breadth brings.

Anyway I'll sail back into calmer and less controversial waters by suggesting that it's not surprising these issues aren't easy to resolve or simple to unravel because at the heart of the Christian gospel there is much that is subtle and nuanced and that needs gently unfolding if we are to engage with it in a way that really connects with the complexity and uncertainty that we experience in our own lives.

In the last of three articles on the title 'Deep and Wide', Rosemary explores the meaning of the Eucharist in a church school context.

Westminster and Woodard, Bishops and Bibles, Carols and Christmas – it's been a busy year so far...

Pupils at St Saviour's and St Olave's School, Southwark have this year been involved in some memorable events.

November brought a service in Westminster Abbey to celebrate 200 years since the birth of Nathaniel Woodard. As a Woodard affiliated school we provided choristers in two choirs, as well as banner bearers, to this magnificent setting and event.

The school's new banner was proudly displayed at the Woodard Service of Thanksgiving at Westminster Abbey. It was produced by Y9 students under the guidance of our Artist in Residence, Bruce Ingram.

AASSH Eucharist Service

A number of girls continued to show this natural warmth for others by leading a Eucharist service with our outgoing Chaplain, Rev Kes, at the annual Anglican Academy Secondary School Head (AASSH Conference). All aspects of the service - music, drama and spoken word - created a wonderful atmosphere of loving worship. Alice



Cao (11R) commented, "there was a real sense of community, even when we were in a room full of head teachers!" All present were genuinely moved by the involvement of the

students and how they made the service so special.

Girls from the SSSO choir had the opportunity to grace the AASSH conference Eucharist service with our

singing. The conference took place at the Mint Hotel, London. My role was to sing and direct the choir. We sang an Anglican anthem called "Day by Day" and a Gospel song called "True Praises". It was evident that our singing had a great impact on the audience, as some reacted through tears of happiness!

It was an honour and a privilege not just to be representing SSSO, but also to be sharing the beautiful experience with so many of the head teachers from different schools from around the country.

Just seeing so many head teachers together showed me how important the power of unity is. That's what made the service special for me – bringing everyone together made such a warm atmosphere.

It was so valuable taking part in a Eucharist with so many different people. It showed the schools were all unified by Christ. The service felt so pure, loving and genuine.

Felicia Bhebhe, Chorister 11Yellow

Woodard Service of Thanksgiving

Very well done to all girls involved in the Woodard Corporation Service of Thanksgiving in November. Nathaniel Woodard, born 200 years ago, founded a number of church schools. SSSO is an affiliated school of the corporation. The service, was to give thanks for Nathaniel's life and work. It was a truly inspiring service and wonderful place to worship.

As a chorister at my school, St Saviour's & St Olave's, I was very

excited to be selected to sing in the massed Woodard Choir at the service to celebrate the 200th anniversary of Nathaniel Woodard's birth, held at Westminster Abbey in November. I had seen the Abbey on television when HRH Prince William married Kate Middleton last April, so I knew it was an important place.

When I first went inside, I thought the building was really big and grand. There was lots of detail on the ceilings and floor tiling. It made me feel tiny!



My favourite piece that we sang in the choir was Hubert Parry's anthem "I was glad". This was the piece that Kate Middleton had walked down the aisle to, so it felt really special. I sang one of the soprano parts. It sounded great in the Abbey, because the ceiling was so high, creating a beautiful echo.

I felt the service had a really harmonising effect. Bringing all the different Woodard Schools together to sing and worship was like a family gathering. It felt like we were all neighbours - everyone was really

friendly and I got to know a few people from other schools.

I thought it was incredible that one man - Nathaniel Woodard - some 200 years later could still have such an impact, bringing so many different schools together for a united purpose. His legacy was clear to see.

After the service I learnt a lot about the history of the building through a tour. Seeing the tomb of Mary Queen of Scots was particularly exciting.

Amber Edwards 9 Orange

Trinity, Taizé and School Improvement

by Fr Richard Peers SCP

The London Borough of Lewisham and the vine laden hills of Burgundy may not appear to have a lot in common. The small village of Taizé a few miles to the east of historic Cluny might seem particularly far from the busy streets of a south east London school. But the ecumenical monastic community of Taizé has been one of the models we have followed as we have worked to improve our school and to ensure that our pupils leave equipped for the challenging world of work and adult life.

Every year many thousands of young people travel to Taizé to spend time with the brothers of the community sharing in the life of prayer (three times a day), eating together, working and enjoying meeting people of other cultures and languages. For the past two years they have been joined by groups of pupils from what is now Trinity CE School, Lewisham (formerly Northbrook) an 11-16 church comprehensive.

As priest-headmaster Taizé has been part of my vision for what a church school could be like almost since I first visited the community a year before I began teacher training as a teenager in the early 1980s. Taizé provides an intense and unapologetic experience of Christian living but it does so by allowing people to be themselves. The lengthy silence that is part of each act of worship at Taizé is a symbol of the space that is provided for each person to enter into themselves and experience the presence of God.

Northbrook as the school then was had a poor reputation was undersubscribed and in 2008 only 27% of pupils left with five A*-C grade GCSEs including English and Maths. The school had moved off its original site to allow a rebuild but there was a vocal campaign among the neighbours for the land to be used for housing development – ‘No to Northbrook’ posters dominated the local streets. Now in 2012 local

families have established a Time for Trinity group; we are hugely oversubscribed and 64% of pupils left last year with the required qualifications.

The transformation of the school has been achieved by seeking to live an intense unapologetic Christian life now with the help and assistance of our full time School Priest-Chaplain. From the first authentic Christian worship with singing, praying and reading from scripture has been the forum where children learn how to be part of the community. The Eucharist is celebrated for the whole school every half term as well as regularly for tutor and House groups and is celebrated daily in School Chapel of the Holy Angels.

As priest-headteacher Taizé has been a significant influence on my life. I first visited when I was 17 and I made lifelong friends on that and subsequent visits. For schools it shows a way of giving children an experience of Christian community. It offers living practice that they

can enter into at whatever level feels appropriate to them. Although the community life is firmly based on Christian truth, it allows young people space to enter into the practice without demanding more from them than they can give. It accepts people as they are. Our Muslim students, for whom we provided a prayer tent, were as at home at Taizé as our Pentecostalist Christians and our agnostic teenagers.

We took the first group of pupils from the school in the summer of 2010; a video of interviews is available on our website (www.trinitylewisham.org). They were most impressed by the lengthy silences. On returning to the school they talked to the School council and to the whole school in assembly about their experience. They asked us to find ways of building silence into our school day. A meditation teacher has helped us learn mindfulness techniques (observation of breathing, posture and loving

kindness) taught to every teaching group in the School.

This has led to a culture of calmness and concentration which all our visitors comment on. Three minute breathing spaces are taken in lessons, worship and as a form of conflict resolution.

Last summer sixty children and adults travelled to Taizé including the Chair and other members of the Governing body. Many of those pupils will return as group leaders this summer.

Brother Paolo of the community visited Trinity last year and will be meeting with all the heads from the diocese of Southwark at our residential conference in March. This year the community has designated two schools weeks (see the community website www.taize.fr) to encourage groups to attend.

At Trinity we firmly believe that it is our Christian character that drives up standards for children. Taizé provides a model of Christian living that engages and energises young people and changes lives. That, after all, is why most of us are in education.



South Africa 2011: sparkling, wonderful, life-changing

Beverley Whitefoot, writes of a memorable trip last August:



Tired but in great spirits, 24 students and 3 members of staff walked through the arrivals lounge at Birmingham Airport after this year's Post 16 trip to South Africa. The trip affords students a wide variety of opportunities, from undertaking charitable work in the community, learning about the history and culture of this interesting and diverse country as well as building relationships with students from our host School, St Nicholas' diocesan school in Pietermaritzburg.

We were humbled by the work of some amazing individuals, whose faith and purpose was clear for all to see. We met the sparkling Mama Frankie who provides care and support for the disadvantaged in local townships. And the warm and wonderful Daphnie, who runs eSemphiwe orphanage for abandoned children from one week to five years old.

Before the trip students had raised money for the 'Butterfly Project' which helps disadvantaged children

build self-esteem and learn how to look after themselves. The students were so impressed that they elected to donate their remaining money to this project at the end of the trip.

The students were also able to visit and help support at the Bernard Mizeki Primary School in Richmond, where our visit created something of a stir among the younger pupils. For me especially it was wonderful to see how the school has improved since my last visit four years ago thanks to the inspirational leadership and hard work of Jeanine Collett and her team.

During the weekends we explored some of this beautiful country; we saw a demonstration of survival skills by a San bushman, enjoyed a guided tour of Isandlwana and Rorke's Drift, watched a female cheetah and her four cubs at Imfolozi Game Reserve, took photos of hippos and crocs in St Lucia Wetland Park, and watched a rugby match between the Sharks and the Cheetahs in Durban...

In the last week students spent more time with St Nicholas' students and to understand more about their lives



and education. We also took part in 'the big walk', raising funds to help students come to Bluecoat on the return visit.

The trip left us all with so many memories from so many experiences; many students have committed to run charitable activities from school during this year to help support the worthwhile projects we saw on our trip. If you would like to support these projects, please contact me at the school for further details.

Chair's Charity: raring to go

Veronica Shuttleworth, a librarian at Bishop Luffa School, is leading a trip to Mbeya in Tanzania to support the work of Grassroots, the Chair's Charity

In January 2011, a group of Bishop Luffa students began planning an expedition to Tanzania. This July, 18 months later, they will be joining the charity organisation, Grassroots, and will be assisting them with project work for communities in Mbeya. Students are raring to go. In between raising money to pay for the trip, they have regular

team meetings to plan fundraising strategies, their journey from Dar es Salaam to Mbeya, and have had a training weekend where they had the opportunity to learn camping skills, and what they can expect when they arrive in Tanzania.

When the team arrives in Mbeya, we will work with several



communities offering their help in different ways. The team will be building and delivering water filters to provide clean water to homes, helping students in homework clubs, and they will hold a football match with one of the schools. They will be spend time interviewing and working with some of the children

who will be attending secondary school, giving them the opportunity to interact with the community. The trip will allow these students the opportunity to see how life is in a different country. It will be an exciting, life-changing experience.

To see the work of Grassroots, see www.grassroots.org.uk

Excellence At The Heart Of Manchester

by David S. Ainsworth

The centre of education and research in Manchester can be found east of Oxford Road, comprising such distinguished institutions as the University of Manchester, Manchester Metropolitan University, Manchester Business School, the School of Dentistry and the Science Park. Amongst these celebrated centres of excellence, and housed in brand new state of the art accommodation, lies another seat of learning: Trinity Church of England High School.

The 'new' Trinity was officially opened on 12 September, 2011, by the Archbishop of York, Dr John Sentamu, in a special service held at the school. The Archbishop's first role was to lead the school's 1200 students in worship, after which he was the main guest at the Opening Ceremony, attended also by friends of the school, staff, parents, student representatives, governors and

leading figures from the political, civic and ecclesiastical life of the city and beyond. Brief presentations by Manchester's BSF Project Manager, the Managing Director of Willmott Dixon Builders and Trinity's Head were followed by accomplished performances of drama, dance and music by the students.

The Trinity of 2011 is an 80% rebuild, funded by Building Schools for the Future, providing learning spaces, study areas, classrooms and IT facilities for music, drama, English, mathematics, design technology, history, geography, religious education and science.



During the 2011-12 school year, the second phase of the Trinity BSF work will be a 15% modernisation of an existing block, demolition of two remaining blocks and the development of the school campus into different social areas for students: tennis courts, basketball courts, an amphitheatre, sheltered areas and, for the school's youngest students and our Y5-6 visitors, a traditional children's playground. The remaining 5% comprises the school's existing

excellent sports facilities and suite of whole school IT rooms. The total BSF investment into Trinity, including IT, is £21.5million.

In his address to a packed audience in the school's new Drama Hall, the Archbishop supported and saw the relevance of the school's original motto of 'Faith in the City, Value in People, Excellence in Education', but added a suggestion for the future: 'Building Humanity'.

WE BELIEVE COMMUNITIES ARE STRONGER FOR HAVING A CHURCH SCHOOL.
AS RECRUITMENT EXPERTS, WE BRING TOGETHER THE FINEST TEACHERS AND
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- Bishop of Bristol
- Sir Michael Wilshaw
- Dr Priscilla Chadwick
- Dr Ruth Deakin Crick
- Rev'd Jan Ainsworth

19-21 September 2012

THE BRISTOL CONFERENCE @ Bristol Marriott Royal Hotel, Bristol

For any further information please contact:

Mr A D Coates, AASSH Treasurer

St Christopher's CE High School
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Committee Members



Dr Irene Bishop

St Saviour's and
St Olave's School

Dr Irene Bishop has been a teacher in inner London comprehensive schools for 38 years, the last fifteen as the head of St Saviour's and St Olave's Church of England Girls, a comprehensive school in Southwark. Our most recent Ofsted report and SIAS 2009 declared the school to be "outstanding".



Alasdair Coates
Treasurer

St Christopher's C.E.
High School

Having taught English for 15 years, Alasdair was appointed Head of St Christopher's C.E. High School 19 years ago. His Scottish roots led to the hills, rebuilding a 300 year old cottage, off-roading and walking, hence the vibrant DofE Award programme. He believes high achievement flows from happiness, high self-esteem and a sense of spiritual purpose.



Elisabeth Gilpin
Secretary

St Mary Redcliffe and
Temple School at the
Heart of Bristol

Elisabeth Gilpin is Headteacher at St Mary Redcliffe and Temple School at the Heart of Bristol. She was Headteacher of St Augustine of Canterbury Joint Roman Catholic and Church of England school in Oxford. She has taught Science in six other schools in Oxford, Bath and West Sussex. She worked for Oxfordshire Local Authority between Headships as leader of the 'Unlocking Potential' project jointly supported by a Farmington Fellowship at Harris Manchester College, Oxford. She loves salsa dancing.



Ros McMullen

David Young Community
Academy

Ros McMullen is Principal of David Young Community Academy in Leeds which is highly successful, adding significant value to the achievement of its students. DYCA opened in 2006 replacing 2 of the lowest performing schools in Leeds and it has the highest deprivation indices in Leeds. The Academy is sponsored by the Diocese of Ripon and Leeds. Ros is a catholic and is married with 3 young children. She can't remember what spare time is, but loves family holidays.



Lesley Morrison
CBE

St. Martin-in-the-Fields
High School

Lesley Morrison has been teaching for over 30 years and the Headteacher of St Martin-in-the-Fields High School for Girls since 1998. St Martin's is an 'Outstanding' school, based in South London just outside of Brixton, in a vibrant, multi-ethnic community. The school has a 60/40% admissions criteria and so there is a significant number of other Faiths who make a valuable contribution to the strong inclusive ethos.



Fr Richard Peers

Trinity C.E. School

Father Richard Peers is an Anglican priest and headmaster of Trinity C.E. School, Lewisham. Originally trained as a Primary teacher Richard served full time in two parishes has been a school chaplain twice; deputy head of a Primary school and later of a VA school in Richmond. Richard led section 48 inspections of Primary and Secondary schools before becoming head at Trinity.



Julie Roberts

Blue Coat Church of
England School & Music
College

Dr Julie Roberts is Head of Blue Coat Church of England School, Coventry, a mixed 11 – 18 comprehensive of over 1,400 students. Having achieved an 'Outstanding' Ofsted report in February 2010, the school converted to Academy status in July, 2011. Julie is willing to share her experiences of the conversion process as a Church of England school.



Nicola Sylvester

Head of School
Effectiveness
for The National Society /
Education Division

As Head of School Effectiveness Nicola will be responsible for building school improvement capacity across the Church of England sector, including strengthening the role of denominational inspection work of education that puts spiritual development and the life of faith at its heart; and, transforms lives and communities through the living out of Christian commitment.



David Shannon

Associate
Members'
Representative

David has been working since 2008 as an Independent Educational Consultant. His experience in education includes teaching in schools in Essex, Deputy Head of the Blackheath Bluecoat School in London and Head of the National Technology College, Hucknall, Nottinghamshire. David now works as a SIAS inspector, is a member of the Southwell Minster Cathedral Council and is a magistrate for Nottinghamshire. He still works part-time supporting PGCE students from Nottingham Trent University in a variety of teaching subjects. Two days a week he cares for two pre-school grand-daughters!



Nick Taunt

Chairman
Editor of Angles

Bishop Luffa C.E. School

Nick's first 20 years of teaching, from 1980, were in large community comprehensives. In 2000 he became Head of Bishop Luffa C.E. School in Chichester and National Leader of Education in 2010. Three grown-up children now in primary teaching, health and post-grad biochemistry. He has no idea where the science came from: he enjoys music, walking and the allotment.



Andrew Wilcock

Vice-Chairman

Bishop Ramsey C.E.
High School

Andrew's career in teaching has taken him round the M25, starting in Croydon, then Crawley, Leatherhead, Guildford and now Ruislip, North West London where He has been Headteacher of Bishop Ramsey School in Ruislip, since 2002.

He has a wife who writes about food and nutrition, two teenage children and two dogs.

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Speakers invited:

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Secondary School Heads

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