



Angles

The Magazine of AASSH

Anglican Academy and Secondary School Heads

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Welcome to Angles January 2014

2014: what lies ahead? How will we try to shape the future? This edition of Angles looks at the challenges that face us, but we also explore the opportunities that the future presents. As believers in the Creator God who made all things, we are also called to be creative. Bishop John Pritchard, speaking at September's AASSH Conference in York, updates the values that can help realise the full and authentic lives that we aspire to for our young people. They are values that we see at work in the growing Sixth Form that Alasdair Coates describes.

On the political landscape, Nigel Genders analyses the replacement by academies of Local Authorities and identifies four key areas that Anglican Heads should be getting involved in. What is clear is that, far from the old partnerships being taken over by a more independent system, we have the chance to create new partnerships and ways of working. Rachel Sills outlines some ways forward for schools working together; David Matthews describes an innovative relationship with his school's local church, and Irene Bishop's article traces the highs and lows of turning a failing school around. These are tough partnerships. But as Church of England Heads we have the chance, more than ever, to help create a close partnership of schools and academies that are recognised as distinctively Christian and also inclusive.

It's an exciting opportunity!

Grasping the nettle – tackling tough issues as a Christian leader

By Bishop John Pritchard

Bishop John spoke to the York AASSH Conference in September. This is the first of three articles about what kind of people we want our pupils to be when they leave school.

WB Yeats said, ‘The purpose of education is not to fill a bucket but to light a fire.’ I love it. But what’s an Anglican fire? Or, to sharpen the question still more: ‘What would the product of an Anglican school or academy look like?’

Dr Arnold of Rugby would have been quite clear what a product of his school was meant to be like. He wrote that his intention was to foster, ‘First religious and moral principle, second gentlemanly conduct, and third, intellectual ability.’ We wouldn’t use those words today, I assume, but what would we say instead? It’s a bit of a blunt word, but what’s the product? That’s the central nettle to grasp.

I’d like to suggest three headings for our ideal school leaver:

1. Someone with a framework of values rooted in the Christian faith
2. Someone who is able to live well with others
3. Someone who has a rounded mental, emotional, spiritual and social intelligence

So, the first heading: someone with a framework of values rooted in the Christian faith. We want young people coming out of our schools who can recognise what’s real and lasting.

A violinist once went busking in a New York subway. About 2000 people went past him. Most people hurried past, eyes

averted. After 45 minutes he had collected \$32. That evening the violinist played at the best concert hall in the city. With the same instrument, valued at about \$3½m, and playing the same highly demanding music as he’d played in the subway. His name was Joshua Bell and he was one of the most accomplished violinists in the world. How do we calibrate value?

In our culture it’s often very difficult to recognise what’s real, what’s authentic, genuine, amidst the barrage of fantasy and the snowstorm of ephemera. Young people in the West live with constant glittering images of a sex and celebrity culture, and they have a thousand choices every day. Be it in shopping, in study,

in politics, in sport, in travel, in career, life is a never-ending stream of choices. And while many choices are value-neutral, some are critical, and they’re to do with basic dispositions – the habits of heart and mind that give shape to life and last a lifetime. Our task is to help young people recognise the deep stuff, the load-bearing values, wherever they appear.

I don’t know how you do that. You’re the experts. But I know you’re doing it, and giving shape and meaning and sustainability to thousands of lives. Thank you. It’s core Kingdom activity.

We don’t tend to teach the traditional Ten Commandments now, but how would they translate into ten commandments for

today? Ten deeper truths to recognise and grow into? Do they give us a clue as to what's real, what lasts, whether we come across it in a subway or a concert hall? Let's try it out. Ten Commandments for Today:

1st commandment: Watch what you worship. Materialism, the greasy pole, sex with everything? Destructive gods start small but grow into giants.

2: Beware objects becoming idols. They distort our whole value system. Cars, holidays, wardrobes of new clothes, must-have technology? It's like drinking salt water.

3: Don't enlist God to validate your own ideas (or take the name of the Lord your God in vain). Don't dress up personal battles and emotional commitments in the evening dress of theological debate. Unlikely in Year 8 perhaps. But we mustn't enlist God in our own campaigns.

4: Live life in a Godly balance; and give God time to refresh you, even if it's not Sunday. The Sabbath is a principle as well as a day, and

we need the grace of a rounded existence. I hear the hollow laughter of my wife even as I speak...

5: Pay special attention to your parents and family. You didn't choose them, it's true, but they're a gift, and a reminder that one day we'll be old and unreasonable too.

6: Don't damage other people by your words or actions. Or indeed murder them. Nearly everyone we meet is carrying a heavy burden of some kind. They need peace not a sword. Don't damage people.

7: Be loyal to your partner throughout your life. Sex isn't a game to be played as a kind of erotic X-box without rules. It needs to be guided by love, loyalty and truth.

8: Don't take what isn't yours - and don't keep what you should be giving away. Everything I have is a gift, and gifts have to be received with grace and given with love. That's the divine exchange rate.

9: Don't lie to get yourself out of trouble or others into it. ('Bear

false witness') Lying can have small beginnings but become a life-time career.

10: Live with what you have rather than comparing yourself with others. Henri Nouwen: 'Success and failure are not facts; they're comparisons.' Value, enjoy and make the most of the simplest, deep-down gifts.

These are truths to live by and to commend to our young people. To help them to recognise the disciplines, values and habits of the heart that'll sustain them whether they're playing the instruments of life in the subway or the concert hall, whether they're earning a pile, or at the bottom of the pile.

And the truth of it is of course that the pressure is on you to be authentic in the way you live out these values. As a headteacher you're always observed, your responses noted, your manner scrutinised. You remember the English spy who the Germans just couldn't break? At least, not until his interrogator suddenly hit him...

and he swore in English. When we're under pressure the truth shows.

So, how, intentionally, do you try and help your students to develop a framework of values rooted in Christianity? We don't want school leavers who just do; we want school leavers who are.

I'm asking what kind of 'person' we're hoping for from our schools and academies, and I've suggested first that the kind of person we want a student leaving our church schools or academies to be like is someone with a framework of values that, whether he or she recognises it or not, is rooted in the Christian faith.

In the next editions of 'Angles', Bishop John considers two further distinguishing features of a church school or academy education.

Establishing a strong Christian Ethos in a new Sixth Form

Recently retired from St Christopher's Accrington, Alasdair Coates looks back on how the new Sixth Form developed its own special culture.

Facing the challenge of extending the strong Christian ethos of an established 11 - 16 school to a brand new Sixth Form with open enrolment.

The glass-surround to the entrance of our £7.5 million Sixth Form building was inscribed from day one with our Sixth Form Foundation Scripture: "For I know the plans I have for you declares the Lord. Plans to prosper you and not to harm you," (Jeremiah 29:11). But how could we realise our exciting dream to create a distinctive ethos amongst a large group of 16 - 18 year olds coming from a variety of schools with different backgrounds in a multi-ethnic, multi-faith area?

Three years on, with nearly 300 students studying over thirty A-Level subjects, we have won a Church School Distinctiveness Award for the development of spirituality in our Sixth Form.

Events Vs. Process

At St. Christopher's, we have

always taught our youngsters that God is much more interested in the daily process than the big, one-off event. All too often in life, people over-endorse the event at the expense of the process. A wedding is an event, but a marriage is a process that should last a life time. A public external examination is an event, but it should be the culmination of a process of school education that began in the child's Reception year. In the same way, too much emphasis can be put on the 'Conference' event: 'New Wine,' 'Soul Survivor,' 'Spring Harvest', often at the expense of a daily process of a walk with God. Christians can finish the conference feeling flat after the spiritual high, reluctant to return home. In this spirit, our routine assemblies, Eucharist services in form groups, year groups, or as an entire 6th Form, as well as our daily conduct are where we place our emphasis. All the time, we are driven by the desire to give God the maximum yield of productivity from our lives

in every area, from the routine, daily grind of A' Level lessons and examination preparation, right through to clearing our lunch-litter away with consideration for others.

Spirituality Days

We extended our successful Spirituality Days to the Sixth Form on a 'Going Deeper' theme. Inviting the very best Christian speakers led to these evaluations:

"You've exceeded my expectations."

"The day was good and helped me in my faith further."

"Can't wait for next year's one."

"It was much better than I expected it to be and everything was very age appropriate."

"Great day, enlightening and interesting. Definitely enjoyable and worthwhile."

"I went into the 6th form sceptical because I am not religious. However I found the

day engaging and interesting."
"I enjoyed today's theme most of all. It allowed me to evaluate my beliefs. I was able to do this because the speakers in each session allowed me to explore the different parts of my personality."

Archbishop of York

We were blessed to have the Archbishop of York dedicate and formally open our Sixth Form Centre and Chapel in December 2011. Following an act of worship for the whole school in our Sports Hall, the Archbishop led a Q. & A. session for all 6th Formers, allowing Dr. Sentamu's charisma and personality to shine through. Any student apathetic up to this point, suddenly became very interested in spiritual things.

Part of using this event as a spring-board into the process and maintaining the momentum will be the launch of the Archbishop of York's Youth Trust Award.

Appointing the right Chaplain

We work closely with the local Church, and so have no on-site Chaplain, preferring instead to use local volunteer clergy. Parish priests in their own right take spiritual charge of a year group. We were privileged to accept the voluntary services of a local Vicar, a real man of God who has worked tirelessly to be a 'presence' leading worship and building relationships of trust with our students.

Additionally, this academic year, we were approached by a young and enthusiastic Ministry trainee, from another local Parish, whose work is already bearing fruit.

Working Party on Worship & Spirituality

This group was convened specifically to raise the spiritual temperature of our Sixth Form. Students, key staff and Chaplains have lively and productive meetings, often attended by around 30 people. They devised a comprehensive questionnaire into spiritual attitudes, completed by all students, which has informed some strategic decisions. This led to an emphasis on innovative worship, a



prayer-text phone operated by the students, and a prayer tree in the Chapel, and has generally done much to keep worship and spiritual life in our consciousness.

A 'Christian Chapel', not a 'Faith Room'

Labels matter. Despite good-intentioned pressure from our Architect, and others, to name our Chapel "a multi-faith prayer room", it was very important to us to avoid any potential for mixture and compromise, and kept this sacred space for Christian worship. Muslims who want to take part in daily prayer have that opportunity in a private ground-floor office – an arrangement they are entirely comfortable with, understanding fully, our reasons for keeping our Chapel worship Christian. As we work to build the right culture, these seemingly small structural decisions are very significant.

Christian options during Enrichment

We created Church-based, Christian, social action options for our Wednesday-afternoon Enrichment time. These range from

litter-picking to assisting a local church with its 'Creation' mural painting. A local Primary school has requested that we decorate their Assembly Hall with Spiritual art and we help with a Christian food-bank packing and distribution scheme.

Appointing Student Worship Co-ordinators

Every form has a 'worship co-ordinator', in addition to two overall 'Sixth Form Worship Co-ordinators,' who work alongside the Head Boy / Girl team. Recent duties have included assisting in the planning and delivery of Year 7's Spirituality Day, preaching the sermon at our Christmas Services, and helping to plan a joint Spirituality Day on the topic of 'Hell' with our neighbouring Sixth Form. They help greatly to keep the profile of worship high.

Training Form Tutors to lead Worship

A key part of the day, and great opportunity for worship involves the Form tutor during form time. In Blackburn Diocese, we are very privileged to have high quality support from the Diocesan

Board of Education team, and Form Tutors were given an off-timetable training session by the Diocesan advisor for Secondary RE and Collective Worship.

Questions of Faith/ A Second Look

As we took on more staff to accommodate increased student numbers, we were particularly careful to appoint people who would actively support our ethos. Two of these newly appointed staff have established a hugely successful, non-threatening lunchtime group. These committed Christians have ensured the discussion group is characterised by a spirit of openness and respect, as students very honestly examine the claims of Jesus and life's big questions for themselves. The name change from 'Questions of Faith' to 'A Second Look' reflects the students increasing desire to get serious about the Christian Gospel.

Confirmations

We were delighted that the Autumn term 2012, saw 8 of

our staff (teachers, teaching assistants and office staff) make public declarations of Faith by being Confirmed into the Church of England. Significantly, two Sixth Formers joined them, one of whom decided to be confirmed in his home Parish. The Confirmation course took place in the Sixth Form Chapel – itself a Christian witness.

Use of the Chapel

Located centrally in the building, the Chapel is always open for prayer. Every Friday lunchtime, just when our students are preparing for what the weekend holds, one of our female teachers has made herself available to all, but especially the girls, for prayer. The boys have easy access to their Chaplain and our ministry trainee. At other times during the week, students formally meet there to read the text prayer-requests and to pray. So our Chapel is anything but empty and unused.

Where are we now?

This term alone, we have a number of exciting events lined

up. Our first ever joint Spirituality Day with our neighbouring Sixth Form looks set to be a great day in mid-February. Additionally, we plan to hold an event based around food, with stalls representing the world's main faiths, in an effort to reach out to and include students of other faiths. We are re-launching our spirituality questionnaire for our new cohort this term too, so that we can address their specific needs. In the meantime, we remain firmly committed to the process of running a 21st Century Church of England Sixth Form Centre, with excellence.

Grasping the Nettle: The Political Horizon

Nigel Genders here considers today's educational landscape and the challenges and opportunities it presents to Church school and academy leaders.

The last three years have seen schools, Local Authorities and dioceses all grappling with the pros and cons of academies, local collaborative trusts, multi-academy trusts, chains, sponsors, umbrellas and so forth. I sometimes wonder whether, if the amount of energy that has been expended in headteachers' offices, governing body meetings, staff rooms and board rooms, discussing these structural changes, had all been spent on improving the quality of teaching and learning in those schools, or constructing a better curriculum offer, or working out how best to address the real causes of educational failure, then we would be in a very different place - but those conversations and discussions and the way schools have sought to respond to them, they are all part of this political landscape we inhabit.

Political policies tend to be short term, quick fix solutions - they're too often about 'what can be

achieved in our 5 years in office'? But we should help refocus the debate to make it more about the long term, the philosophy of education and the place of ethos, values, virtue, character and spirituality in the development of a successful school system. It may not attract the sensational headlines of some of the more familiar debates, but it would serve our children well.

The Church of England has a very long heritage of involvement in education. We've always been clear about our purpose in education as being about serving children, providing a rounded education to enable them to develop true character and be better equipped to make their own life choices. That's a story we need to continue to proclaim as we respond to different government initiatives and political changes.

So, let's briefly rehearse the key changes in organisational structures that we are all too familiar with:

First, Academies. The early Labour academy programme sought to address areas of deprivation and low standards: the Coalition academy drive has been based on bringing greater autonomy and independence to schools. The Church of England established 40+ academies (mainly secondary) pre-2010. This has grown to over 200 under the Coalition Government. 58% of CofE secondary schools are now academies (in line with national average) but only 3% of CofE primaries (compared with nearer 10% nationally) - this mainly being due to the smallness of Church primary schools making conversion of individual schools inefficient.

Secondly, the diminishing influence of Local Authorities. The growth of academies sitting outside LA control, coupled with major and continuing cuts in the LA funding, means the role of the LA has changed from being 'provider' to 'commissioner' of schools. The LA continues with its statutory

responsibility to ensure there are enough school places for all children. But the LA influence in the running of schools has, and is shrinking significantly.

And, putting those two things together, it's clear that the appetite for academy conversion is directly in proportion to the assessment of whether the LA is able to have any convincing capacity to offer services to schools.

And, what about Beyond 2015? There seems to be broad political consensus that academies are here to stay. The pace of the programme may change, but the principle that schools should be able to set their own direction and manage their own affairs is now well established.

So what are the Challenges for the Church of England, its dioceses and schools, in the light of all of this?

In the light of the changing education environment with the reduced role for local authorities, the responsibility for school



performance and standards shifts to those who provide schools. If a school has 'Church of England' over the door, then the Church of England, through the DBE, will be increasingly held accountable for the quality of provision within the school. This being the case we can no longer talk simply about distinctive and inclusive provision but we must also ensure that our schools are effective for all pupils.

Our firm conviction is that improving standards is not an added extra but inextricably part of the ethos and character of the school. We cannot claim to be serving our children well if we are not striving for the highest possible standards of education.

Education teams will increasingly need to see rigorous school improvement and effectiveness as part of our pastoral care for schools and their children. DBEs are not seeking to replicate the role of Local Authorities, but in order to assure the quality of provision in our family of schools the diocesan team needs to be better equipped to understand schools properly, to analyse and assess performance and to broker in appropriate support when needed.



There is a lot we need to do regarding clergy training and more of the 'internal' things which concern us about the place of education within the wider mission of the diocese, but 4 key policy areas in response to the national scene are:

1. The growth of academies in the primary phase - groups of interdependent schools working in one structure with a clear link to the diocese to ensure consistency of approach and economies of scale.

2. Training and leadership. There are 4,700 Church of England

schools, so we shouldn't be content with a couple of bolt on modules in other people's programmes. We need to develop our own programme that will take people from NQT, through middle leadership to headship and systems leadership, thus giving us a coherent pathway.

3. Curriculum. There is a need for us to refine and disseminate our curriculum philosophy and desired outcomes so that we can shape and frame the child's experience of learning within explicitly Christian understanding.

4. Developing the role and capacity of DBEs. The DBE for the Future report should lead to significant change in the way dioceses understand their role in education.

But we'll have to be as shrewd as snakes and as innocent as doves as we respond to developing policy and seek to shape that policy for the future to ensure that Church schools continue to play the significant and transforming role in society that they have had for the last 200 years.

Out of the Depths

In the first of two articles, recently-retired Headteacher Irene Bishop tells her story of her first steps in her struggle to turn around a failed school.

I have taught in inner-city comprehensives for the whole of my career. I have recently retired after 42 years including the last 19 years as Head of St Saviour's and St Olave's School in Southwark. When I first arrived 16.7% 5A* - C - heaven knows what the figure would have been including English and Maths - probably single figures. Last summer our results were 78% including English and Maths. It is an outstanding school and has been cited by HMI as one of the best schools in the country. My mission has always been to help children from poor backgrounds to achieve and succeed. I've always felt that we - the teachers - needed to make up the deficit that they were missing at home.

Three years ago I was asked as an NLE to take over the leadership of an academy which had failed its Ofsted inspection (the first academy

to do so) – mainly because of the poor behaviour.

My first day was 7th June. There were so many children in the playground and the corridors that I thought it must be lunchtime, but it seemed early, so I asked and was told “No it's not lunchtime. They just won't go to lessons”. The behaviour was so poor that they had stopped having assemblies. Teachers were intimidated by the students. Senior staff had little authority. The ethos of the school was determined by the most vocal students – a number were members of gangs outside the school and the gang culture had come into the school.

Behaviour outside school was bad. People living in the community would not leave their houses when the students were around because they were frightened. The reputation of the school within the

local authority and the community was just awful.

The rolls had been falling for three years running – with only 65 children in year 7 when there should have been 180. If the intake could not improve then the school was faced with closure. There was almost £1m deficit. Staff morale was at an all time low and over 100 members of staff had left in two years – an incredible turnover.

I honestly wondered what I had taken on. It was a daunting task.

I knew that this was a challenge that I couldn't solve alone as a part-time Head. Importantly I had the help of a colleague Head who joined me two weeks later having agreed to be the Associate Head responsible for the day to day running of the academy.

There had been many Grievances

and a large number of staff had been through Capability proceedings. I walked in to two grievances still to be dealt with and two teachers on targets for capability. The grievances were dealt with in just ten minutes – their grievance was justified and was sorted.

In my first week I insisted on speaking to the students at year assemblies against the advice of senior staff, who were worried that they would be uncontrollable. The students were fine. It quickly became apparent that the vast majority of students were crying out for boundaries. They wanted someone to take charge.

I tried to empower as well as enable the teachers who had lost confidence in their own abilities. When they realized they were going to be supported they were amazing.

They worked very hard – there was no resistance to change. In fact the staff went out of their way to work together. They wanted the school to improve. We held inset days to focus on behaviour issues and to develop together a new behaviour policy and systems that worked.

Behaviour was tackled first with almost instant effect. Those children wanted boundaries, The staff were beginning to feel empowered and gaining in confidence. In just a few months the whole staff had pulled together and raised their expectations. At the end of the summer term we held a full school assembly where the students were immaculately behaved – and this has continued since. In just seven weeks the school felt different. Children were inside lessons and most were learning; senior staff were around the school and were growing in confidence. We still had a long way to go but it was staggering how quickly the whole school community started to pull together.

There were still serious issues.

The buildings were in a terrible state. Colin and I decided that even if the building was only there for another year or two the children deserved better. I hadn't seen such terrible classroom environments since I had been to Township Schools in South Africa.

Over the summer holidays the science labs were painted and new furniture brought in. Blinds were replaced and ceiling tiles put back. The library was smartened up with very little money – just by ensuring that there were matching chairs and tables rather than what looked like a jumble sale. Broken equipment was thrown away. The dining area was one of the worst parts of the school. Paint and new tables and benches made a huge difference. None of this cost that much money but the effect on the morale of the staff and students was phenomenal. In addition Colin had the idea of changing the outside space. Most fights occurred over who was to have use of the

playground's football pitch. Smaller goals were purchased so we had four small football pitches instead of one large one. The boys had somewhere to play football – and there was enough room for a good many to have a game. In addition we bought outdoor table tennis tables and table football, and an attractive shelter where students could sit and chat. Colin negotiated with the catering company and managed to achieve free breakfast for all students who came early to school – porridge, a piece of toast and a glass of orange juice – and he saved money on the whole contract for meals!! Free breakfast, breakfast clubs of chess, table tennis and other games helped students to get to school early. After-school clubs were started with huge take-up. The fact that the children now had plenty of play opportunities meant that the acts of aggression decreased and the students were purposeful outside of lessons.

£700,000 was saved in the first few months partly by reversing some wasteful decisions that had

been made: the overstaffing was ridiculous and there were far too many highly-paid senior teachers and admin staff for the school's size. We simply didn't replace the vacancies.

We started the September Term in good heart. All the changes that had been made were to be embedded. Then I got a phone call from the Southwark NUT representative. He wanted to speak to me about the fact that I had changed the school day and the teachers were now having to work longer hours than before. I couldn't believe it. Who counts hours anymore!! I was ready for a fight. The wind was taken out of my sails when he said, "You are asking the staff to work much more than 1265 hours but I have met with them and they have all said that they are happy to do it if it means the school will improve". We had won the battle without a shot being fired.

In the next edition, Irene describes her battle to win hearts and minds.

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Forging new partnerships

Rachel Sills, Assistant Head, Trinity CE High School, Manchester

Trinity Church of England High School, Manchester, is surrounded by some fine universities and colleges and, being the closest high school to the centre of Manchester, educates a diverse social, religious and cultural mix of students. Over the past three years, Trinity has sought to 'bridge the gap' with the many Church of England primary schools in the Diocese of Manchester in ways that seek to build positive relationships between staff, students and parents.

We invite primary school teachers to bring their classes of KS2 students to take part in lessons in our new facilities. Children from Years 3-6 learn animation in ICT, building towering tetrahedrons in maths, experience all aspects of design and technology, active science lessons - whilst our RE department challenges students to help extra-terrestrial friends with ethical dilemmas!

In PE, many primary children learn

new sports or improve on their technique, guided by our KS4 Sports Leaders. These events have been so successful that our Sports Leaders have been asked to lead primary school sports days, showing that there is a positive relationship between faith-based primary and secondary education and that teenagers really do care for and value those much younger than themselves.

We believe in providing opportunities for Church of England primary school children to mix with one another as they share a foundation in faith-based education. We host days for children who are academically or practically gifted to take part in activities in different subjects across the curriculum. We annually host a coffee morning where parents can join us and students can take part in workshops delivered by specialist teachers.

Earlier this year, four primary school choirs joined voices with

a huge cast from Trinity to take part in Joseph and his Amazing Technicolor Dreamcoat. It was pleasing to see the joy on so many of the children's faces as they took part in singing and dancing. For 2014, plans are being made for a 'Big Sing' in order to join more primary school choirs with our own musicians, with our dancers working alongside their primary

counterparts as they prepare for a special production in the next few months. One CE primary school is involved annually in our carol service at Manchester Cathedral.

Many activities for children, but the partnership also focuses on the relationship between primary and high school staff. Our Advanced Skills Teacher in science helps support the curriculum at primary



level, delivering INSET and developing networks. A member of the design technology team delivers the Primary Engineering project to Year 4 teachers, and other teachers across the school continue to offer help and advice in the teaching of specialist subjects. In return, our primary colleagues offer support, for example in the transition of students or in giving advice on successful teaching and learning methods.

As the relationship between Trinity and the Church of England primary schools develop, we are beginning to create a Church

Schools' Partnership in the city of Manchester. We now annually hold a Church Schools' Conference and are looking to encourage the Church to be increasingly involved in our collaborative activities. These are exciting times as we look to ensure that Trinity Church of England High School's foundation of "Faith in the City, Value in People, Excellence in Education" is not only for Trinity students, but for children across the age range as they experience high quality faith-based education in the heart of Manchester.



New Chaplain - New Era

David Matthews is excited by the possibilities of collaboration between his school and the local church.

The priest-in-charge at St Andrew's Croydon resigned in July. It soon became clear that the congregation was too small (and too poor) to have its own priest. The church would have to become part of a team ministry or worse. But various movers and shakers agreed that a new hybrid post combining priest-in-charge with chaplain at St Andrew's School might be an exciting alternative. The had founded the school 151 years before; now the school could provide the support that the church itself needed.

Interviews for this new post take place shortly. It is an exciting appointment because it will indicate quite clearly that the distinction between 'church' and 'school' is becoming increasingly blurred. That, surely, is a good thing. We may think that there are some things that will always remain

clearly 'school' - like exams, queuing for break and lunch, shaping the day with bells and pips - but how we relate to these can turn them into 'church'.

'Church' is an attitude of mind. It looks for the sacred in the everyday. It picks out the clues that there is a divine plan at work through the coincidences of daily life. It recognises the miraculous in what might appear banal. It grafts a spiritual motivation onto ordinary behaviours. The world is the richer because of the different peoples within it. Our own identity shines all the more brightly when it can be contrasted to someone else's. How dull things would be if we were all the same, clones of each other! We believe that all human beings are created in the image of God; we will get closer to seeing what God is truly like the more we appreciate

and value the differences within mankind. Celebrating difference is another way to do 'church'. Having a chaplain around the school during the working week will help us see 'church' all over the place.

Having helped bring church into school, a chaplain will help us push this 'school-church' into the community. One of the most tremendous features of school is the energy which exists in it. Young people are, almost by definition, energetic. They are often in danger of doing too much rather than too little. Once inspired, they have a dynamism which is electrifying. One of the things that school can do – particularly in this current social and political climate – is inject the enthusiasm of youth into today's society. Where opportunities exist, let's exploit them. As priest-in-charge at St Andrew's, our chaplain

will be in an excellent position to sound the rallying call for all members of our school community, parents, carers, neighbours and friends (as well as students and staff) to contribute to the greater good, supporting the vulnerable, releasing potential, encouraging and under-pinning all that is noble and positive.

We look forward to when the partnership of school and church in our patch of Croydon will be a beacon of great living. It is not the chaplain's job to bring that about but he or she could be just the catalyst we need so that things take off.

Committee Members



Dr Irene Bishop

St Saviour's and
St Olave's School

Dr Irene Bishop CBE has taught in inner London schools for 42 years. She was Head of St Saviour's and St Olave's School for 19 years until 2013. The school's results have risen from 16.5% 5A*-C after her first term to 78% including English and Maths this year. The last four reports from Ofsted and SIAS declared the school "outstanding". Dr Bishop's passion is education. She fiercely believes that every child can achieve and that it is schools and teachers that can and should make the difference. She has spoken at a number of conferences in the UK and in South Africa.



Terry Boatwright

Bishop Bell CE
Mathematics & Computing
Specialist School

Executive Headteacher of Bishop Bell CE Mathematics & Computing Specialist School in Eastbourne and two others, one being a junior school. Close involvement with a charity in Andhra Pradesh, India, has resulted in visits there helping to start, and maintain, a number of projects. Hobbies include squash, sea kayaking and weekly attempts, with my wife, to complete the Saturday crossword over afternoon tea!



Alasdair Coates
Executive Officer

St Christopher's C.E.
High School

Alasdair was Head of St Christopher's, Accrington for 21 years, founding a Sixth Form, converting to academy and developing a valued spiritual ethos. A consultant for local dioceses, he believes high achievement flows from happiness, high self-esteem and a sense of spiritual purpose.



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.



Fr Richard Peers
Treasurer

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.



Andrew Day

Executive Director:
Northumberland Church
of England Academy

Leads the NCEA, an all-through, 2 - 19 academy, currently educating 2500 children on five campuses on the Northumberland coast. The academy is jointly sponsored by the Diocese of Newcastle and the Duke of Northumberland. Previously a teacher of English and History in both the independent and state sectors; Principal of an academy in London prior to taking up current post. His wife, Yvette, is the Headmistress of The Chorister School at Durham Cathedral.



Elisabeth Gilpin Vice-Chairman

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.



David Matthews

St Andrew's Church of
England School

David Matthews has been head teacher at St Andrew's Church of England School in Croydon for over nine years. During that time, the school has moved from three to five forms of entry and, in September 2013, it launched a Sixth Form. New buildings followed expansion and the school's designation as a specialist music school. Music remains a very successful subject at GCSE; it is an important strand in the school's rich co-curriculum. David has lived and taught in Croydon for over twenty years.



Nick Taunt 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 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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