

Case Study 2 - an individual school / academy subscription

The school had an initial one to one meeting with a diocesan adviser, where the headteacher shared the school's strengths and areas for development. They worked together to plan the long term journey of the partnership between the school and the DBE.

One key area discussed for school development was the achievement gap of children eligible for pupil premium. The head identified that this was likely to be an issue for other schools. The DBE head teacher advisory team subsequently followed this up in meetings with other schools across the diocese. As a result, the DBE facilitated a collaborative learning enquiry led by senior teachers in over 80 schools, focused on the role of effective church school distinctiveness in raising standards of specific groups of children. The results of the research were then to be shared at a future DBE conference and through the DBE website.

From his/her school self-evaluation the head's next step was to consider how to develop partnership working with the established vicar; this was also a priority for the academy in the next parish. Both schools put together their PSA credits and a DBE religious education and

collective worship adviser worked with them to plan a programme, which had establishing a collective worship committee in each school as its focus. The adviser provided a series of training sessions and support for the clergy, staff, children, parents and governors involved, so that the resulting committees could effectively develop and evaluate collective worship in their schools.

At their subsequent meeting the head, adviser and chair of governors explored the school self-evaluation judgements in further depth; this highlighted the need to develop the governors' leadership role further. Two new governors were identified to attend DBE training on the role of foundation governors. The adviser then facilitated a learning walk with governors focused on how the school's values are embedded throughout the curriculum.

The planning process enabled the school to identify a range of smaller areas where diocesan partnership could provide support, for example signposting schools for a newly qualified teacher (NQT) to visit to observe RE.

