



Ten Marks of a High Performing Diocesan Board of Education

The Church School of the Future Review urged the Church of England to acknowledge the key contribution of schools to the Church's mission, and to confidently respond to the opportunities and challenges through clearly expressed strategic plans that underpin and promote the important place of Church schools in each diocese.

Diocesan Boards of Education fulfil a vital role in education and are expected to be able to play a full and effective role in support of Church of England schools. Diocesan plans, resources and structures should properly reflect this priority.

These ten marks of a high performing DBE are offered as a summary of the working group's paper.

1. There is a clear and compelling statement of why the diocese is involved in education that any person in the structure can understand and recite, as well as a strategic plan for the DBE which aligns with diocesan goals and helps to deliver them.
2. A regular discussion on education takes place at least 2-3 times a year at Bishop's Staff Team and a proper debate on an education matter occurs at synod every year.
3. There is aspiration for all diocesan schools to be rated as Good and most rated to be Outstanding with over 90% of diocesan schools actually being rated as Good or Outstanding by Ofsted and SIAMS.
4. The Education team is resourced at a level which enables the DBE to deliver its strategic plan and its advisory teams to be staffed with successful school leaders, who have experience of leading school improvement and enabling schools to prosper.
5. The Education team uses data effectively to analyse the performance of all diocesan schools, identify schools that need support and enable the brokering of support to ensure school effectiveness.
6. Diocesan expertise is used to offer high quality training to all schools so that religious education and religious worship is promoted effectively in schools throughout the diocese.
7. Governance and leadership in all diocesan schools are deemed good or better and every school has a sufficient number of high quality foundation governors in post to enable good strategic governance.
8. There is effective collaboration with LAs, HEIs, Teaching Schools, Diocesan MATs and all diocesan schools are grouped in informal, formal or structural collaborations to enable mutual challenge and support.
9. Every parish with a school receives high quality training for clergy, lay ministry teams and governors to equip all those ministering in schools.
10. The DBE uses the self-review framework to continually review its own performance and engages with its schools and parishes to enable it to do so.