

Exeter Diocesan Board of Education

To enable all, through the love of God in Jesus Christ, to 'live life in all its fullness'

(John 10:10b)

Nurture vision-inspired education; Nourish personal and spiritual growth; Enable connected communities that flourish



Annual Report to the Diocesan Synod: September 2021 – December 2022

Diocese of Exeter's Family of Schools

The Diocese of Exeter has 134 Church of England (CofE) Schools. A Church of England School has a Christian Foundation and as such is tasked with providing education for public benefit whilst preserving and developing the religious character of the school in accordance with the principles, practices and tenets of the Church of England. Our CofE schools comprise of approximately 26,000 pupils/students, with an age-range spanning from 2 to 19 years, in 3 infant schools, 4 junior schools, 122 primary schools and 5 secondary schools (2 of which provide further education for 16-19 year olds). All CofE schools have a proportion of foundation governance, usually appointed by the Diocesan Board of Education (DBE) or by the Exeter Diocesan Education Network (EDEN).

It is the DBE's policy to encourage schools to work together in strong formal partnerships with each school contributing to the wider system to ensure all children and young people get every opportunity to flourish. We consider formal partnerships provide resilience in the system, support staff development and enable strength and capacity for school improvement. The DBE has defined formal partnerships as those with shared accountability through governance, namely Multi-Academy Trusts (MATs) and Federations. Many CofE schools are now working in formal partnerships with shared governance, hence our diocesan family of schools and potential influence is wide. We currently work with 17 MATs who have church articles of association and are 'home' to 58% of our CofE schools and a further 83 community schools from across our diocese (64 primaries, 1 infant, 1 junior, 15 secondary and 2 all-through schools with 1 of these being a school specialising in Special Educational Needs and Disabilities). We work in partnership with our neighbouring dioceses in relation to 5 of these MATs. 24% of our CofE schools sit within a federation, sharing governance with 21 community schools (all primary). 18% of our CofE schools are not in a formal partnership (25 schools).

The Diocesan Board of Education and the Education Team

The DBE and Education Team play an important part as a system leader within education. The geographical boundaries of the diocese mean we work closely with three Local Authorities: Devon, Torbay and Plymouth. We also have significant connectivity with Teaching Schools, MATs, the South West Regional Delivery Directorate, the Department for Education, other dioceses and the Church of England Education Office. The DBE's responsibilities and powers are set out in the renewed [DBE Measure 2021](#).

The Diocesan Board of Education has focussed its strategic work around the three 'pillars' of Achievement, Mission and Leadership during this triennium (which was extended due to changes in the DBE Measure legislation and the need to reconstitute the DBE). Despite significant challenges, including Covid disruptions, the work of the DBE and the Education Team (opposite – Autumn Term 2022) has been positive as together we have sought to *enable all through the love of God in Jesus Christ, to 'live life in all its fullness' and fulfil our vision to 'nurture vision-inspired education; nourish personal and spiritual growth; and enable connected communities that flourish.'*

The DBE's Strategic Plan monitoring and final evaluation for this period follows.



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EDBE STRATEGIC PLAN 2019 – 2022 Review

Direction, Key Performance Indicators & Performance Management

Direction & Performance Management	Strategic Objectives	<p>Achievement: Pupil progress and attainment results show a year on year upward trajectory:</p> <ul style="list-style-type: none"> • School Leadership, including Governance, is good or better - where it is not, action is taken; • Data is used strategically to identify schools needing support; • Education team and Associates are effective in work with schools to improve outcomes; • EDBE projects add value to the outcomes achieved by vulnerable and disadvantaged pupils; • Schools see SIAMS framework as integral to school improvement. 	<p>Mission: To ensure education settings are integrated well within the diocesan mission:</p> <ul style="list-style-type: none"> • The EDBE influence the wider mission & policy in the diocese; • There is effective partnership working between church schools, other schools & mission communities; • A focus on disadvantaged communities, & partnership working, supports families; • Church schools have a clear Christian vision, values & ethos; • High quality RE & collective worship is evident in schools. 	<p>Leadership: Effective leadership of the EDBE is ensuring the board / teams' work has a positive impact:</p> <ul style="list-style-type: none"> • The EDBE's vision is clear, & is underpinned by policy / practice & rigorous self-evaluation; • Provide & participate in system leadership, including admissions & place planning, to ensure growth, capacity & financial sustainability; • Strategic links across departments support improving outcomes; • There is effective engagement with schools/MATS & federations that enables best practice to be shared.
	KPI / Success Criteria	<p>Good or better inspections – Ofsted 90% & SIAMS 95%.</p> <p>Schools needing support / challenge are identified, with decisive & effective actions taken in partnership.</p> <p>School visits are focussed and contact notes reflect purpose, key points discussed / seen & highlight actions to be taken.</p> <p>Achievement outcomes for all pupils are improving from baseline (Summer 2018 KS2 and KS4 results).</p> <p>The gap between disadvantaged & all pupils is closing.</p>	<p>Parish profile & mission action plans reference engagement with schools as intergenerational communities.</p> <p>Schools feature in Ministerial Development Reviews & clergy CPD.</p> <p>School & Mission Community links are strong, & are a natural part of ministry.</p> <p>Schools with a Christian Foundation understand how ethos enhances outcomes.</p> <p>RE and collective worship is of good quality & builds bridges with local faith communities and belief systems</p>	<p>A compelling vision underpins the work of the EDBE / Education team.</p> <p>Monitoring of objectives is regular & robust, and focuses on-going work.</p> <p>Quality Assurance of the team's work ensures it is effective in enabling schools to improve outcomes for children.</p> <p>There is effective communication and engagement with the vast majority of schools and Trusts.</p> <p>Partnership working is strong.</p>

EDBE STRATEGIC PLAN 2019 – 2022: Deeply Christian, Serving the Common Good

Objective 1.	Achievement: Pupil progress and attainment results (aggregated) show a year on year upward trajectory <ul style="list-style-type: none">Ensure rapid and sustainable school and trust improvement, with a focus of those most in need.Challenge and support schools, trusts and sponsors to improve attainment and wellbeing of their most disadvantaged pupils						
Desired Key Outcome(s) / Success Criteria	<ul style="list-style-type: none">Pupil progress and attainment results show a year on year upward trajectory, from baseline dataThe gap between disadvantaged pupils (Free School Meals Ever 6) and non-disadvantaged pupils is closing90% of Exeter Diocese Church of England schools/academies are judged as ‘good or better’ in their Ofsted inspection95% of Exeter Diocese Church of England schools/academies are judged as ‘good or better’ in their SIAMS inspection					<div>RAG</div> <div><div></div><div></div><div></div><div></div></div>	
Baseline Indicators in 2018 and Comparative Data for 2022	<p>The tables below show the baseline data used as the initial benchmark from which to measure our achievement in reaching the key outcomes set at the beginning of this plan in January 2019, and the comparative data for 2022. Much has changed over the period of this 2019 – 2022 Strategic Plan. Whilst data is recorded for interest, it should be treated with caution. The DfE ‘strongly discourage’ people from drawing conclusions based on comparisons with performance data from earlier years.</p>						
KS2 – all pupils	Exeter Diocese (National) KS2		KS2 Attainment – Actual Results		KS2 Progress – Value Added		Commentary
			2018	2022	2018	2022	
	Average Scaled Score (Re, Ma)	104.9 <i>In line with N 104.7</i>	104.3 <i>In line with N 104.3</i>	-0.2 <i>Significantly below N</i>	-0.2 <i>In line with the N</i>	These statistics cover the attainment of year 6 pupils who experienced disruption to their learning during the pandemic, particularly at the end of year 4 and in year 5.	
% Expected Standard+ (Re, Wr, Ma)	65% <i>In line with N 64%</i>	58% <i>In line with N 58%</i>	-3% <i>Significantly below N</i>	-2% <i>Significantly below N</i>	In 2022, the national percentage of pupils meeting the expected standard in reading, writing and maths (combined) is 58% (down from 65% pre-pandemic in 2019). This fall is reflected locally. Expected progress locally has however fallen less than at national levels, but is still behind national progress. Prior lower attainers are amongst the higher performing groups in our CofE primary schools.		
N.B. The DfE ‘strongly discourage’ people from drawing conclusions based on comparisons with performance data from earlier years.							

KS2 – Disadvantaged pupils	Exeter Diocese KS2	2018		2022		Commentary		
	Pupil Premium % at Expected Standard+ (Re. Wr, Ma)	48% <i>(National Disadvantaged – 51%, National All – 64%, Diocesan All – 65%)</i>		40% <i>(National Disadvantaged – 43%, National All – 58%, Diocesan All – 58%)</i>		Academic outcomes for those in receipt of pupil premium funding have fallen during this period both nationally and for our CofE schools. Our CofE schools see 3% less achieving the expected standard than the same group nationally, despite ‘all pupils’ achieving this being in line with national.		
	Exeter Diocese KS2 Disadvantaged	Cohort Size		Attainment Gap <i>(between scaled score Rd, Ma)</i>		Progress Gap <i>(between scaled score Rd, Ma)</i>		Commentary
		2018	2022	2018	2022	2018	2022	
	Pupils who have qualified for Free School Meals in last 6 years (FSM6)	662 <i>(not FSM6 2331)</i>	715 <i>(not FSM 2423)</i>	-3.8 <i>(National Attainment Gap - 2.9)</i>	-3.7 <i>(National Attainment Gap – 3.2)</i>	-1.3	-1.4	National 2022 SATs data showed the disadvantaged attainment gap was -3.2. This is the widest national attainment gap since 2012. In our church schools this is -3.7 which is greater than the national gap. In 2022 disadvantaged pupils account for 31% of the national cohort and 29.5% of our own church school cohort.
Baseline Indicators in 2018 and Comparative Data for 2022								
KS4 – all students	Exeter Diocese (National) KS4	KS4 Attainment – Actual Results		KS4 Progress – Value Added		Commentary		
		2018 <i>(865 students)</i>	2022 <i>(886 students)</i>	2018	2022			
	Attainment / Progress 8	4.2 <i>Significantly below N (4.6)</i>	4.6 <i>Significantly below N (4.8)</i>	- 0.35 <i>Significantly below N (0)</i>	- 0.16 <i>Significantly below N (0)</i>	In 2022, exam content and assessment were adjusted due to the disruption caused to students’ schooling during the pandemic. Our CofE secondary school outcomes for actual results and progress are below national levels. There has been some improvement in the KS4 CofE secondary school actual results and progress outcomes between 2018 and 2022, and against national outcomes, however our CofE secondary schools combined outcomes still lag behind national outcomes. RE outcomes show an improving picture yet remain significantly below the national average.		
	% English & Maths (Grade 4+)	56% <i>Significantly below N (63%)</i>	64% <i>Significantly below N (68%)</i>	-7% <i>Significantly below N (0%)</i>	-3% <i>Significantly below N (0%)</i>			
	% 5+ Grade 4+ GCSEs / equiv inc Eng & Maths	49% <i>Significantly below N (59%)</i>	59% <i>Significantly below N (64%)</i>	-9% <i>Significantly below the N</i>	-3% <i>Significantly below N (0%)</i>			
	% Religious Studies 4+	49% <i>794 students (Nat Av. 71%)</i>	64% <i>583 students (Nat Av. 76%)</i>	-17% <i>Significantly below the N</i>	-9% <i>Significantly below the N</i>			

KS4 – Disadvantaged students	Exeter Diocese KS4 Disadvantaged	Cohort Size		Attainment Gap (between scaled score Rd, Ma)		Progress Gap (between scaled score Rd, Ma)		Commentary
	2018	2022	2018	2022	2018	2022		
	Pupils who have qualified for Free School Meals in last 6 years (FSM6)	195 <i>(not FSM6 662)</i>	258 <i>(not FSM6 628)</i>	-0.9 <i>(FSM6 3.5, not FSM6 4.4)</i>	-1.3 <i>(FSM6 3.7, not FSM6 5.0)</i>	-0.53 <i>(FSM6 -0.76, not FSM6 -0.23)</i>	-0.71 <i>(FSM6 -0.66, not FSM6 -0.05)</i>	The disadvantage gap at KS4 in our CofE secondary schools increased between 2018 and 2022, with attainment not improving as much for disadvantaged students as for those who are non-disadvantaged. The proportion of disadvantaged students increased by over 25%.
Inspection Outcomes	Inspection outcomes		2018	2022	Commentary			
	Ofsted ‘good or better’ inspection results		88%	90%	Inspections were suspended for significant parts of the pandemic meaning many schools are holding on to historic Ofsted judgements which they are keen to shift. Conversely, some schools increased in vulnerability and retain a good Ofsted judgement but may now be evaluated as less than good under the changed inspection framework. The scheduling of SIAMS inspections prior to the pandemic allowed for schools with less than good judgements to be reinspected earlier in the normal 5 year cycle, giving the opportunity to leave behind poor outcomes. SIAMS is now managed centrally.			
	SIAMS ‘good or better’ inspection results		89%	98%				
	Combined Ofsted and SIAMS ‘good or better’ inspection results		83%	88%				
Achievement Key priorities:	Objective 1: Pupil progress and attainment results (aggregated) show a year on year upward trajectory Summary (December 2022) of key priorities identified at end of 2018							
Summary October 2022	The capacity of our team has been challenged during this period. With Covid delaying the appointment of a substantive Diocesan Director of Education (DDE), a Deputy DDE was missing from the structure for 20 months. An Education Advisor was also seconded to the diocesan Mission & Ministry department for 0.2FTE for two years. Whilst there was some Advisory backfill for 16 months, this was neither at the same time allocation or level of the Deputy DDE gap. In 2020, an additional 0.5FTE Education Administrator was agreed; however recruitment was stopped mid-process and the role subsequently made redundant. Administrative capacity has been stretched, and positions not filled. Currently we have 0.6 FTE permanent administrative support, and a 0.8 position filled but not due to start until mid-January. Leadership and Advisory capacity returned to the 2018 level in May 2022, however roles are more expansive now and capacity for these wider roles is being discussed (chaplaincy, Growing Faith). There is a shift in the education landscape with much greater need following the pandemic and also due to the Schools’ White Paper published earlier this year. Administration wise, our core administration is 19 hours a week less during term time than in 2018 (however note some previous admin contracts were term-time only). Communications, sharing of intelligence and collaborative working, should continue to be a focus; however improvement can be noted, for example through Memoranda of Understanding with other dioceses and through Flourish, our regular Education e-newsletter.							RAG
1.1 Add capacity to the Education Team to be able to support schools’ improvement work increasingly effectively								

<p>Summary October 2022</p> <p>1.2 Develop more efficient and accurate intelligence about church school performance and vulnerability.</p>	<p>Information sharing with Multi Academy Trusts (MATs) in the vast majority of cases is strong and built on trusting relationships. We have good knowledge of these gathered through biennial focussed conversations, our work with leaders and schools and through the work undertaken through EDEN which sits on each as a corporate member. Our liaison with the Regional Delivery Directorate is positive and enables the sharing of appropriate intelligence to ensure support for MATs is effective and adding value.</p> <p>We work with three local authorities, sharing information and challenging each other to ensure a coordinated and effective approach to supporting maintained schools. There has been a fair degree of challenge in Local Authority (LA) relationships as we hold each other to account for ensuring the best outcomes for schools and ultimately children. These relationships have been tested by the challenges of Covid and associated vulnerabilities of schools, and LA capacity to support improvement. As the Academisation agenda progresses the relationship with LAs will continue to evolve.</p> <p>More of our work is undertaken in collaborative clusters, though the local is still valued greatly. Our use of the database and spreadsheets to process and manage large amounts of information has improved. The next step is to ensure this information is working for us and better enabling us to identify vulnerabilities earlier. We are now investigating a MIS (Management Information System) which could assist in increasing our efficiencies around data handling and reporting. Although good progress has been made, more effective systems are needed.</p>	<p>RAG</p>
<p>Summary October 2022</p> <p>1.3 Ensure that schools causing concern receive timely and appropriate additional support</p>	<p>Throughout this period, there has been increased pressure on schools. Leaders, including those involved in governance, have been under intense pressure and have been hit by personal illness and huge staff absences at a time when our young people and their families have needed more support than ever.</p> <p>Where schools have been identified as extremely vulnerable much of our work has involved the brokering of support from other system leaders. The number of Management Partnerships has increased significantly as MATs or larger federations come alongside a school and provide the necessary capacity and support to move it forwards. Our support in ensuring governors know their options and can make informed choices has been valued by schools. Where possible, these Management Partnerships are brokered alongside the LAs. We sit on a number of Joint Management Committees to assist in the monitoring of partnerships to ensure they are having the required impact.</p> <p>Secondary schools which have moved into MATs have shown good improvements however two of our three stand-alone secondaries face significant standards issues and are a cause of concern. At a secondary level, collaborative peer to peer support is underdeveloped and options for formal partnerships limited.</p> <p>The EDBE published a Multi-school Grouping Policy and Guidance document in June 2021 and officers led a series of Roadshows across the Diocese for the remaining duration of this plan. The aim of these has been to ensure schools are making informed decisions about their future, rather than reacting to the unknown, unexpected or external pressure. A number of schools have responded pro-actively and are investigating joining a multi-school grouping. The EDBE sees increased strength to be gained from effective formal partnership working. In order to be confident that partnerships will protect the Christian Foundation of church schools, significant work from the Education Team is involved.</p>	<p>RAG</p>

<p>Summary October 2022</p> <p>1.4 Provide, commission and facilitate high quality training, and collaborative projects, that have a positive impact in schools.</p>	<p>We offer a comprehensive Networks and Training Events programme. This has evolved during this strategic plan period and the pandemic and now includes virtual meetings. Attendance overall has increased, assessed as being due to easier access by Zoom (no travelling time) and more focussed and audience appropriate sessions. For example, Leadership Briefings used to involve Governors and the pitch was difficult due to differing needs. Now Leadership Forums and the separate Governance Forums are much better attended and pitched more appropriately to attendees' needs.</p> <p>We continue to run training events centrally for individuals with attendance being fairly stable, however due to annual mapping/planning, fewer events are cancelled last minute (due to poor sign-up). Short term support groups such as a regular Covid Support Surgeries were hosted to respond to need. A relatively new Time to Recharge session aims to provide for the spiritual needs of staff and volunteers - attendance is widening.</p> <p>We are increasingly working across multi-school groupings to deliver training through our SLA. As the landscape changes, MATs and Teaching schools are developing their own experts – we are conscious of the implications this has for our programme.</p> <p>The team has considerable expertise, and this is deployed for local and national benefit.</p>	<p>RAG</p>
<p>Summary of Objective 1 and implications for next strategic plan</p>	<p>Achievement: Pupil progress and attainment results (aggregated) show a year on year upward trajectory</p> <ul style="list-style-type: none">• Ensure rapid and sustainable school and trust improvement, with a focus of those most in need.• Challenge and support schools, trusts and sponsors to improve attainment and wellbeing of their most disadvantaged pupils <p>The pandemic has had a significant impact on schools. Pupils/students missed significant chunks of school. KS2 SATs were suspended (2020 / 2021) and the assessment of KS4 became through teacher assessments rather than GCSE examinations. The re-introduction of GCSE exams in 2022 saw grade boundaries uplifted to recognise the pandemic disruption. The DfE strongly discourage people from drawing conclusions based on comparisons with performance data from earlier years, though we have included this above for information only. It is apparent (and supported by wider data sources) that the academic standards in our Church of England schools, particularly in terms of progress of all, outcomes for disadvantaged pupils and in GCSE Religious Studies needs to improve to match national levels. This is an issue for the South West as a whole.</p> <p>There is clear evidence of progress in some areas during this strategic plan period despite the challenges – please see the RAG rating against Key Outcome(s) / Success Criteria and for the Main Priorities above.</p> <p>There are also clear indicators as to areas for focus and improvement which will need to be addressed in the next DBE strategic plan. These include:</p> <ul style="list-style-type: none">• Supporting schools to improve the progress of all pupils (primary and secondary phases)• Supporting the acceleration of progress and attainment outcomes of disadvantaged pupils, closing disadvantage gaps (both phases)• Improving the Religious Studies offer (shown through GCSE outcomes)• Identifying and providing support/brokering support for schools who are vulnerable (whatever their Ofsted/SIAMS judgements)• Working more strategically with multi-school groupings to ensure efficiency and greater impact in our own working models/methods	

Objective 2.	Mission: To ensure education settings are integrated well within the diocesan mission <ul style="list-style-type: none">Improve links between churches, schools and families. Influence diocesan policy and practises to increase engagement.Support disadvantaged pupils within their communities to facilitate social mobility				
Key Outcome(s) (Success Criteria)	<ul style="list-style-type: none">The Exeter Diocesan Board of Education influences the wider mission and policy in the diocese.Increased engagement of schools / academies with the Diocesan Education Team.There is effective partnership working between church schools, other schools and mission communities.Church schools have a clear Christian vision, values and ethos.High quality RE and collective worship are evident in schools.				RAG
Baseline Indicators 2018	The tables below show the baseline data used as the initial benchmark from which to measure our achievement towards achieving the key outcomes set at the beginning of this plan in January 2019, and the comparative data where available for 2022.				
	Academic Year 2017-2018	2017 /18	2021 / 22	Commentary	
	Education on the agenda at BSG	0	Increased importance / input	The inclusion of children, young people and schools in discussions has increased. The Education Team often lead sections of the Old Deanery staff meetings. Reports to Diocesan Synod have recently been given good time with the opportunity for questioning.	
	Representation on Diocesan Strategic Groups	2			
	Education team training input IMD & CMD	1			
	Leadership briefing / leadership & governance forum attendance (total attendance at termly meetings)	93	213	The engagement of schools with the diocese is more widespread, and increasingly focussed on adding value to schools and on impact. For example, the MAT Leadership Forum has opened NHS/Education collaborations, to better serve rural disadvantage and access to health care.	
	Subscription to SLA	48% <i>65 schools</i>	75% <i>101 schools</i>		
	SIAMS hubs – Autumn 17 Term delegates	21 <i>40 delegates</i>	27 <i>30 schools</i>		
	SIAMS good or better inspection judgements	89%	98%		
	Foundation Governor vacancies (Dec 2018 – maintained schools)* <i>Data: Babcock Devon, GIAS Plymouth & Torbay)</i>	Devon 83	Unavailable	Good or better SIAMS inspections have increased, though inspections have largely been suspended.	
		Torbay 2	Torbay 0		
		Plymouth 13	Plymouth 6		
	Parish / school partnership working (Stats for Mission) N.B. In 2018, only 121 schools reported out of 132 and 5 submitted no return	2017	2021	Commentary	
	School weekly average attendance in church <ul style="list-style-type: none">AdultChild	530 2683	2021 data not yet available	2021 data is as yet unavailable however it would show an overall drop in school attendance in church due to schools being impacted by Covid resulting in no large gatherings and reduced ability to meet staffing ratios.	

	<p>Church School clergy led assembly frequency</p> <ul style="list-style-type: none"> ○ Usually once a week or more ○ Usually once a month or more ○ Once or twice a term/Never/Occasionally/Ad hoc 	<p>56%</p> <p>76%</p> <p>20%</p>	<p>2021 data not yet available</p>	<p>During Covid, clergy-led Assemblies/Collective Worship took on new forms with many clergy using virtual methods to lead CW. This opened up new opportunities for CW to be shared with families and is a feature some schools will retain in support of the Growing Faith Adventure.</p>
Mission Key priorities	<p>Objective 2: To ensure education settings are integrated well within the diocesan mission</p> <p>Summary (October 2022) of key priorities identified at end of 2018</p>			
<p>Summary October 2022</p> <p>2.1 Integrate the work of the EDBE more fully into the diocesan vision</p>	<p>The DBE has successfully renewed its vision and ensured it has synergy with, and is contributing to, the overall diocesan vision. The new DBE Measure 2021 has been introduced, a Scheme prepared which identifies the DBE as a committee of the DBF, and Terms of Reference produced. These have been agreed by the DBE and the BDC and Diocesan Synod. This comprehensive work was undertaken by representatives of the DBE and through the strong collaboration of a broad base of EDBF employees. The DBE committee will form in January 2023 with a new membership.</p> <p>The Education Team have been or are represented on a number of diocesan groups including the Net Carbon Zero Group, Wellbeing panel, Mission and Growth fund, CYP & Families strategic group and various short-term projects such as This is My Story and the Ukraine Response group. Regular joint meetings with Archdeacons and also with the Mission Enabler and the 0 – 11 years CYPF Advisers have been introduced and are ensuring better connectivity. The Education Team have introduced and/or supported school placements for curates, community and school chaplaincy, and IME/CME training in support of Growing Faith.</p> <p>Some very successful opportunities to increase connectivity between schools and churches have been realised, for example through Silver Stories and chaplaincy provision. These are however small in number as yet. The Be a Governor campaign was slow to take off, however has enabled the appointment of some highly skilled / experienced new Foundation Governors / Directors.</p> <p>During the pandemic there were many locally initiated collaborations which saw schools and churches serving each other and their shared communities together, for example through distribution of learning packs or food and clothing parcels, through providing IT equipment and supporting set up, and through leading online Collective Worship which was able to be viewed from homes during lockdowns. Whilst there are good steps forward, there is still much more that can be achieved.</p>			<p>RAG</p>
<p>Summary October 2022</p> <p>2.2 Build capacity and expertise to support schools and</p>	<p>A significant achievement in this period has been reaching an agreement with each of the Local Authorities (and other interested parties with whom we work) regarding the Agreed Syllabus for RE. This work, undertaken with and through the Standing Advisory Council for Religious Education (SACRE), to ensure alignment is significant as it enables better resourcing, training and peer to peer support, and importantly helps set expectations of a consistent standard across all schools.</p> <p>Learn, Teach, Lead RE (LTLRE) continues to support schools in RE developments. It is the mechanism through which much of the team's RE support is fulfilled. An external review recognises the strength of work this group can do and gives some clear indicators</p>			<p>RAG</p>

<p>multi-school groupings so that the quality of RE teaching and collective worship flourishes.</p>	<p>for development as we recover from Covid disruption. Annual conferences are very well attended and evaluated. There has been good success in growing RE leaders from amongst local hub leads with several sitting on the Board of NATRE (National Association of Teachers of Religious Education).</p> <p>We provide free Governor Induction training (previously chargeable). Part of this training focusses on ensuring those involved in governance understand their monitoring responsibilities in relation to RE and Collective Worship. Empowering governors/directors to fulfil their responsibilities of upholding the Christian Foundation of church schools is an important aspect of our work.</p> <p>SIAMS (Statutory Inspection of Anglican and Methodist Schools) inspections are a marker of the strength of Collective Worship and RE (where it is judged). At the end of the academic year 2021/2022, all last SIAMS inspections showed CW to be good or better (100%) and for those schools given a graded judgement for RE (VA/previously VA = 49%), 95% were judged as having good or better RE.</p> <p>Secondary School Religious Studies is an area which needs improvement - GCSE results show outcomes to be weak when compared to national. There is a need to utilise expertise from within the system as our team's capacity and reach has not been sufficient to affect the necessary change. More must be done to maximise the efficiencies of working with multi-school groupings.</p>
<p>Overall Summary of Objective 2</p>	<p>Mission: To ensure education settings are integrated well within the diocesan mission</p> <ul style="list-style-type: none"> • Improve links between churches, schools and families. Influence diocesan policy and practises to increase engagement. • Support disadvantaged pupils; within their communities to facilitate social mobility <p>Covid has at times shut churches and schools and stopped/constrained gatherings. This has clearly impacted on the joint work between schools and churches however the impacts can be seen as having both positive and negative outcomes. For example, during the pandemic, many schools and churches worked together to support their most vulnerable families however services in church or led face to face by church teams diminished.</p> <p>There are some great examples of how churches and schools are coming together in mutual support of their communities, particularly those who are most disadvantaged. Examples from Ilfracombe CofE Secondary Academy and Dartington CofE Primary were shown at Diocesan Synod and can be viewed here: Ilfracombe video clip: chaplaincy Dartington video clip: Together we grow, together we flourish.</p> <p>Schools are acknowledged widely as an important part of the mission of the diocese and the DBE / Education Team are increasingly involved in joint work with other departments and with senior clergy. The Diocesan Director of Education has worked alongside Bishop of Crediton first shadowing and then becoming the Growing Faith Champion, before passing this on to the Bishop of Plymouth. Significant steps forward during this time have included a joint diocesan Education/Mission & Ministry/Children Young People & Families plan and subsequent implementation, greater information sharing in support of school and church partnership working, and delivery and support of IME and CME training, including the development of curates' school placements. The expectation that new leaders will have a local commissioning service led by the parish has been raised and reinvigorated with much success, and regularly sessions have been introduced for adults involved in schools to give time to their spiritual development ('Time to Recharge' sessions lead by senior clergy).</p> <p>Schools' engagement with the Diocesan Education Team through both our core support and through subscribed services has increased.</p> <p>Aspects to include in our next strategic plan are:</p> <ul style="list-style-type: none"> • to ensure increased collaboration / joint activity between churches, schools and households, and • to maximise efficiencies and effectiveness by training, supporting and holding to account the central multi-school grouping teams for the Christian distinctiveness of their schools, including the quality of Collective Worship and Religious Education (of all schools).

Objective 3.	Leadership: Effective leadership and management of the EDBE is ensuring the teams' work has a positive impact on pupils. <ul style="list-style-type: none"> Promote strong system leadership, including governance, across our schools and trusts. Nurture the growth in capacity of schools, federations and trusts, to support schools especially in the most challenging areas. 			
Key Outcome(s) (Success Criteria)	<ul style="list-style-type: none"> The DBE's vision is clear, is underpinned by policy / practice and rigorous self-evaluation, and is used to focus ongoing work. The DBE is providing and participating in system leadership, including admissions and place planning, to ensure growth, capacity and financial sustainability. Effective communication and engagement with schools and multi-school groupings enables best practice to be shared. Quality assurance of the team's work ensures together it is being effective in enabling schools to improve outcomes for children. 			RAG
Baseline Indicators 2018	The table below show the baseline data from which to measure achievement towards reaching the key outcomes set at the beginning of 2019.			
		2018	2022	Commentary
	Number of schools (Autumn term)	133	134	During this period, we have seen two new Church of England schools: Learning Academy Partnership Southwest (LAPSW) have opened a brand new school in Paignton called St Michael's, and Redhills Community School, Exeter, (part of the Academies of Character and Excellence – ACE) have changed their designation to become a CofE school, now called St Gabriel's. Sadly, we have seen the closure of Chittlehampton CofE Primary due to low numbers.
	Number of MATS with church articles	13	17	
	<ul style="list-style-type: none"> Majority Articles Minority Articles 50/50 Articles 	8 5 0	11 5 1	
	Number of schools not in a formalised school grouping (federation or MAT)	43 <i>18VA, 15VC, 3 Single School MATs / SAT</i>	24 <i>13VA, 11VC, 1 Single School MATs, no SATs</i>	
	Central training in the Academic Year (17/18 or 21/22)	71 42 = 59% 29	75 63 = 84% 12	We work with 17 Multi-Academy Trusts which have church school Articles of Association. The second part of their 'object' ensures church schools are 'conducted in accordance with the principles, practices and tenets of the Church of England'. Exeter Diocesan Education Network, a separate company to EDBE, sits as a corporate member on each of these Trusts.
	<ul style="list-style-type: none"> Offered Held Cancelled 			
	Delegates attending Centralised Training	483	615	
	Number of schools subscribing to the SLA in the Academic Year (17/18 or 21/22)	65 <i>Includes 7 MATs, 9 federations</i>	101 <i>Includes 14 MATs, 8 federations</i>	
	EDEN Member representative vacancies	7	3	The DBE has changed its Admissions guidance during the period of this plan to guide governance boards to serve their local communities first. There has been a significant shift in schools' admission policies over-subscription criteria as a result.
	Admission policies that disadvantage local children	40 <i>2019/20</i>	2 <i>2023/24</i>	
	Connectivity with system leaders is strong: Regional Delivery Directorate, MATS, Devon, Torbay and Plymouth LA, Teaching Schools, and other dioceses.			

Leadership Key priorities	Objective 3: Effective leadership and management of the EDBE is ensuring the teams' work has a positive impact on pupils. Summary (October 2022) of key priorities identified at end of 2018	
3.1 Continue to develop the effectiveness of the EDBE so that the mission of the diocese is realised, and outcomes for pupils improve.	<p>Despite significant Covid disruptions, staff vacancies and furlough, the DBE has undertaken some substantial and impactful work during the period of this plan, with the most significant being as follows:</p> <ul style="list-style-type: none"> • Shaping and agreeing a new Exeter DBE vision which has clear synergy with the diocesan vision and is widely known. • Providing clarity for schools with the publication of a Multi-School Grouping Policy and Guidance document, and associated Roadshows across the diocese. • Strengthening of governance in some of our most vulnerable schools, helped by the Be a Governor recruitment campaign. • The leading of discussions around the future of the DBE legal status, and preparation of a new DBE Scheme and Terms of Reference in collaboration with colleagues from across the DBF. • Strengthening connectivity and the diocesan voice as a valued system leader across the region. <p>Officers of the Board have worked tirelessly to ensure schools have been well supported through Covid and we have worked increasingly as a system leader liaising with the Department for Education, including the Regional Delivery Directorate; the Church of England Education Office; Local Authorities; Teaching Schools and Multi-Academy Trusts. We have worked with an increasing number of vulnerable schools which have been supported through brokered Management Partnerships – our team regularly sits on the associated Joint Management Committees to monitor the effectiveness and impact in enabling schools to become more secure, improve and/or plan for a sustainable future. With increases in vulnerability brought sharply into focus during Covid; the publication of EDBE's strategy relating to school partnerships; and the White Paper, more schools are exploring conversion to academy status. The EDBE sees strength and resilience to be gained through working in a formal partnership with shared accountability through governance.</p>	RAG
3.2 Ensure the work of the EDBE is transparent and effective at driving forward the strategic plan.	<p>The Board has been reflective and driven to serve schools and the mission and ministry of the diocese well, and as such in June 2021 commissioned a comprehensive external review which was undertaken over three months. This focussed on three specific areas: the process and structure of the Diocesan Board of Education; the work of diocesan officers; and the contribution of the DBE to the wider vision for the Diocese of Exeter. Interviews were held with DBE members; DBF employees (including Education Team members) and with school leaders, including those involved in governance. This review provides evidence of the Board's and Team's strengths and successes and gives recommendations for next steps. These are in process and will feed into the strategic plan for the new DBE Committee 2023 – 2025.</p> <p>The DBE has worked to ensuring increased clarity and transparency around DBE and the Education Team's work, as demonstrated through the reporting to Diocesan Synod, the commissioning and sharing of an external DBE review and increased connectivity and joint working with Archdeacons and other departments. School leaders, including those involved in governance sit on the EDBE Board and committees ensuring knowledgeable scrutiny of schools' work undertaken and schools' priorities. Local Authority representatives are invited to attend in full DBE meetings.</p>	RAG

<p>Overall Summary of Objective 3</p>	<p>Leadership: Effective leadership and management of the EDBE is ensuring the teams' work has a positive impact on pupils.</p> <ul style="list-style-type: none"> • Promote strong system leadership, including governance, across our schools and trusts. • Nurture the growth in capacity of schools, federations and trusts, to support schools especially in the most challenging areas. <p>The Board of Education has refreshed its vision and made some important strategic decisions during this 2019 - 2022 plan period. We have ensured that church schools have a voice and that the Christian Foundation of church schools is upheld and protected. A new Diocesan Director of Education has been appointed, as well as a new Deputy Director. Work has been reviewed by an external adviser. We have taken our place as a system leader and have collaborated well, both supporting and challenging partners to ensure decisions made are in the best interests of children and young people, and that leaders are appropriately supported. There have been an increased number of MATs wishing to work collaboratively and closely with the diocese and choosing to take on Majority Church Articles. Recognising the challenges of the team's capacity and the increased need, more school improvement work is being brokered with our MATs or largest federation to ensure schools who show vulnerabilities are being well supported.</p> <p>Due to national changes, significant DBE and cross departmental work has been undertaken to reconstitute the DBE to ensure a compliant, secure and integral future for the DBE. As such in January 2023 a new DBE committee of the DBF will form and oversee the implementation of the next strategic plan for January 2023 – December 2025.</p> <p>A key aspect of the DBEs work will be, and has been, to ensure together we 'enable all, through the love of God in Jesus Christ, to 'live life in all its fullness' (<i>John 10:10b</i>) through our mission to 'Nurture vision-inspired education; Nourish personal and spiritual growth; Enable connected communities that flourish'.</p> <p>Based on the work undertaken through this strategic plan period, the progress made towards the intended key outcomes and the emerging needs of the current educational and diocesan landscape, work streams for the future Board to consider including in the strategic plan for 2023 – 2025 may include:</p> <ul style="list-style-type: none"> ○ Ensuring a successful diocesan family of schools, with strong leaders who work collaboratively towards and within a self-improving system ○ Responding to the educational landscape, supporting schools coming together in strong groupings, and protecting church schools' Christian Foundation and DBF assets ○ Monitoring and evaluating DBE and the team's effectiveness, ensuring a clear strategy, appropriate resourcing and accountability ○ Schools being central to the diocesan mission, with strengthened diocesan working and school, church and household collaborations.
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Conclusion

It is a privilege to work with the highly professional and dedicated people in our church schools and our wider diocesan family of schools. They responded admirably to the ever changing and challenging landscape which within this Annual Report period (Sept 21 – Dec 2022) has included 6 Secretaries of State for Education; a White Paper and a proposed Schools Bill which was then withdrawn; a mental health crisis amongst children and young people; poor (and unequitable) funding in our region; escalating costs exacerbated by energy prices and unfunded pay rises; Covid recovery whilst having significant staff and CYP absence; and in Devon a failing Local Authority Children's Services. We owe those who serve in our schools, both voluntary and paid, a depth of appreciation and enormous thanks.

I am grateful to all those who have served on the DBE and its committees during the past triennium, the last for the Board as it has been constituted over the past thirty years, for their faithful, skilled efforts in progressing our work with schools and in the wider mission of the diocese and for intentionally shifting the DBE to be more central within the diocesan structures and consciousness. We are well prepared for a new chapter in the educational work of the Church of England in Devon, following nationally led reconstitution of DBEs and the advent of our new Diocesan Board of Education Committee from 1st January 2023.

Finally, I would like to thank the Education Team for all they do to enable the DBE to fulfil its vision and to serve our schools so well. The wisdom and leadership demonstrated by them during a time of exceptional turmoil and stress has been constant, and I know it has been valued widely across our diocesan family of schools from Ilfracombe to Torbay and from East Devon to Plymouth. The DBE is especially grateful to our Diocesan Director of Education, Mrs Sue Lockwood, for her strategic oversight and utterly dedicated service to our schools and diocese during this time. She has moved seamlessly into the role from her previous post as Deputy DDE and a period as Acting Director which lasted longer than expected, during one of the most challenging times in recent educational history. The numerous improvements outlined in this report are to a considerable extent the fruit of her leadership.

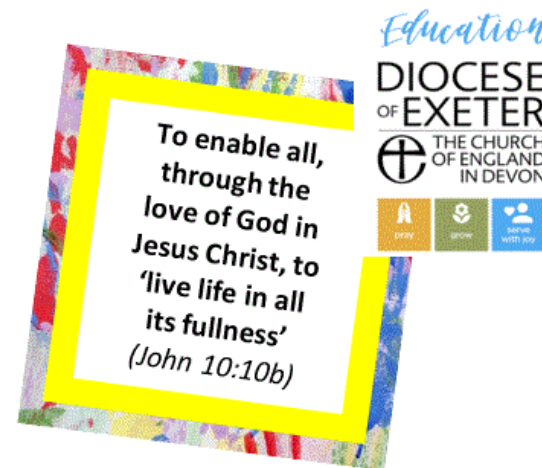
Education

EXETER DIOCESAN BOARD OF EDUCATION VISION

Nurture vision-inspired education,

Nourish personal and spiritual growth,

Enable connected communities that Flourish



The Ven. Douglas Dettmer, Archdeacon of Totnes
Chair of the Exeter Diocesan Board of Education

1 March 2023