



Why CDAT? Why Now?

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Introduction

This document brings together key information that was gathered during the consultation between Dawpool CE Aided Primary School and Chester Diocesan Academy Trust (CDAT).

The information in this document is important and should be read carefully. It provides the context in which the governors are working and seeks to answer the questions **Why CDAT? Why Now?**

References

This document makes reference to several publications:

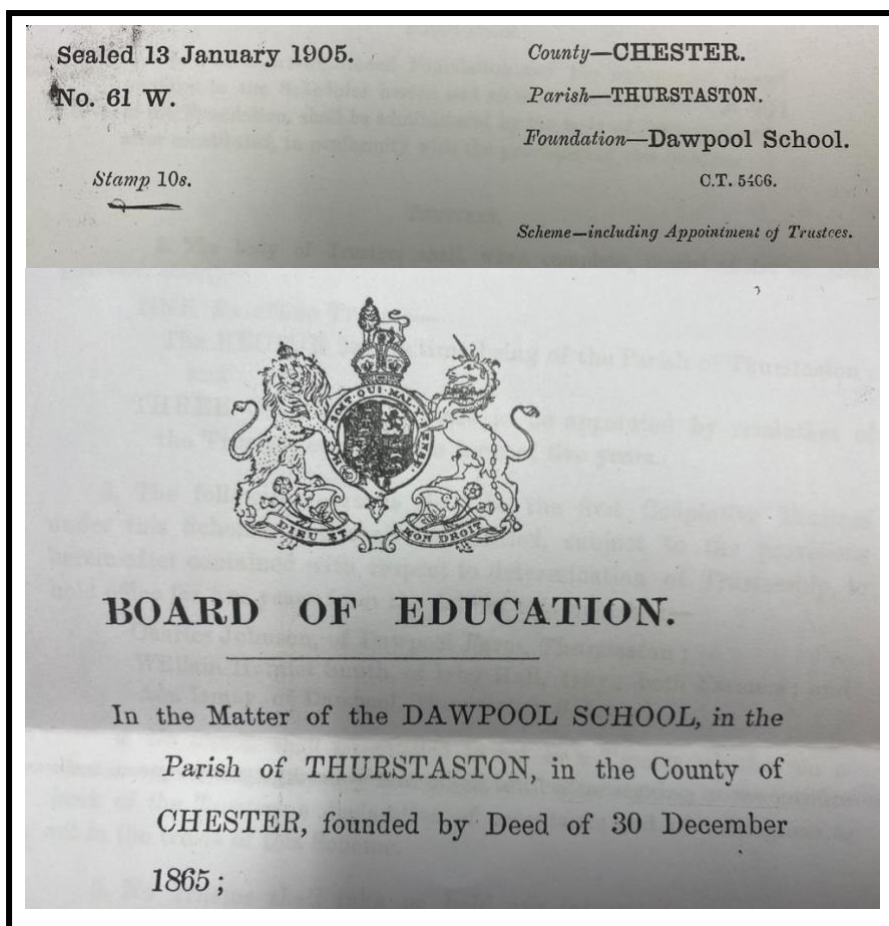
- **July 2010: Academies Act** ([see here](#))
- **March 2016: Schools White Paper - Educational Excellence Everywhere** ([see here](#))
- **April 2016: Every School an Academy: The White Paper Proposals** ([see here](#))
- **April 2016: Memorandum of Understanding between the National Society and the Department for Education,** ([see here](#))
- **September 2016: Vision for Education: Deeply Christian, Serving the Common Good** ([see here](#))
- **February 2019: Memorandum and Articles for Academy Trust Companies with a Church of England Majority under the Academies Act 2010** ([see here.](#))
- **April 2021: Education Secretary speech to the Confederation of School Trusts** ([see here](#))
- **June 2021: Education Secretary speech outlining priorities on improving pupil outcomes** ([see here](#))
- **January 2022: Reforming how local authority school improvement functions are funded** ([see here](#))
- **March 2022: Schools White Paper - Opportunity for all, strong schools with great teachers for your child** ([see here](#))
- **March 2022: Nigel Genders – Church of England schools will be at the heart of the school system for the future** ([see here](#))
- **March 2022: The case for a fully trust-led system** ([see here](#))
- **April 2022: Chester DBE Academy Strategy 2022** ([see here](#))

Dawpool's History. Where did it all begin?

Dawpool has a **Church of England** history spanning over **150 years**.

In Dawpool's archive, there is a document dated 13th January 1905 with the following words:

*'In the matter of Dawpool School, in the Parish of Thurstaston, in the County of Chester, founded by Deed of **30 December 1865.**'*



Dawpool has proudly retained its Church of England heritage in the Diocese of Chester since its foundation by Deed of **30th December 1865**. A comprehensive history of Dawpool can be found on the school [website](#).

Church of England Education

The Church of England's position in education is longstanding across the country and was one of the foundations for free education in England. The first Church of England schools were established in 1811 by the 'National Society for the Education of the Poor in the Principles of the Established Church.' Their particular focus was to be on the poorer classes, but their aim was to create a system of education for the whole country, whereby every parish had a school that was run by a trained teacher. Today,

there are 4,632 Church of England schools educating approximately 1 million children, supported by their local Diocesan Board of Education (DBE).

The Diocesan Board of Education (DBE)

The Diocesan Board of Education (DBE) in Chester is proud of the history of Church school education in this diocese that has been provided to hundreds of thousands of children over more than 150 years. They greatly value the special relationship that exists between the DBE and each of its schools; working together towards our shared common goal, in seeking to provide the very best education for every child who attends a Church school. One that enables every child and young person to flourish and to experience the promise of Jesus of life in all its fullness. It reflects the DBE's Vision for Education being deeply Christian and for the common good, where our schools are communities which are loving in relationships, ambitious in aspirations and bold in actions.

The DBE has a long-standing commitment to work in partnership with Dawpool, as one of the 115 church schools in the diocese, providing the support, guidance and care that remains as strong today as it has done throughout time. This is really important to us and something we both value and wish to protect in the future.

The 1944 Education Act

As the country came back together following World War 2, Church of England and Catholic schools were the frontrunners in providing education across the country and the state sought the support of the Church in the moral and spiritual rejuvenation of society. However, Church of England schools had been long under-funded and required substantial capital investment that the Church could not afford. It was determined as part of the **1944 Education Act** that the state would intervene and take control of Church schools. It was at this time that Church of England schools had the opportunity to opt for Voluntary Aided (VA) or Voluntary Controlled (VC) status.

Voluntary Aided (VA) Schools

Voluntary Aided schools wished to remain autonomous. They retained their right to appoint staff, to determine admissions policies, to have a majority of foundation governors, to decide on the nature of the Religious curriculum (often provided by the diocese) and for collective worship to be Anglican in character. In return, the governors of Voluntary Aided schools were to make a contribution (originally 50%) towards the cost of their buildings. The contribution is now 10%.

Voluntary Controlled (VC) Schools

By contrast, Voluntary Controlled schools lost the right to appoint staff and governors (apart from foundation governors) and to determine admission, and they had to offer non-denominational Religious instruction as set out in a locally agreed syllabus. To 'compensate' for the loss of these powers, the state was to pay all costs, including for buildings.

Dawpool as a Voluntary Aided (VA) School

In response to the 1944 Education Act, the Church, the parochial church council (PCC) and parish of Thurstaston agreed for Dawpool to be a Voluntary Aided (VA) school which would protect its Church of England context, ethos, culture and distinctiveness for generations to come.

Governance Structure – 'Instrument of Government'

Being a VA school allows for a clear governance structure and this continues to be reflected in Dawpool's governing board today.

Dawpool's **Instrument of Government** allows for **7 Foundation Governors** who have a majority on the governing body. Foundation governors are appointed by the diocese. Their role includes a duty to preserve and promote the Christian nature of the school, as described in the ethos statement and trust deed.

In VC schools, Foundation Governors are in the minority, around 25%.

The Introduction of Academies

When the **Academies Act** was introduced in 2010, ([see here](#)) it was determined by the Church of England Education Office and the Department for Education (DfE) how the **Instrument of Government** would be protected for VA and VC schools within a fully trust-led system.

A **Memorandum of Understanding** ([see here](#)) was agreed that determined that VA schools would be able to join a MAT that was on '**majority papers**.'

VC schools could equally become part of a majority-controlled MAT, but if it wished to retain its current governance structure, it would be required to join a MAT that was on '**minority papers**'.

The principles that lie behind the **Memorandum of Understanding** protects the governance structures that were established for VA and VC schools in the 1944 Education Act, but within a fully trust-led system. As a result, all that we value about Church of England Education today – and the history that precedes it – is protected, retained and strengthened further for generations to come.

What is a Majority Papers MAT?

Majority papers refers to the articles laid out in the '*Memorandum and Articles for Academy Trust Companies with a **Church of England Majority** under the Academies Act 2010*' ([see here](#).)

What is laid out in these articles is that the majority of the MAT's Board of Directors are Foundation Directors, i.e. appointed by the diocese.

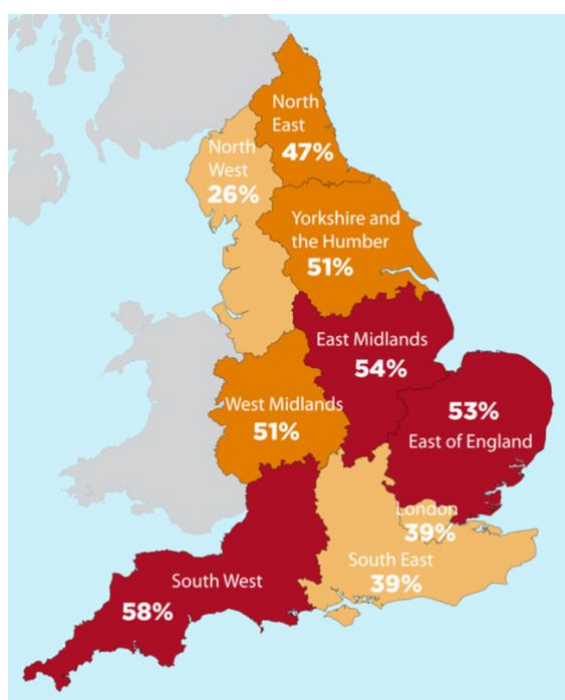
If a VA school joins a MAT on majority papers, it retains its current Instrument of Government. For example, Dawpool's Local Governing Board (LGB) would always retain 7 Foundation Governors in the majority whose role includes a duty to preserve and promote the Christian nature of the school. Similarly, the MAT's Board of Directors would reflect the Instrument of Government of a VA school, in that the majority of the Directors are Foundation Directors appointed by the diocese.

VC schools (with a minority of Foundation Governors), and community schools (with no religious affiliation), may also choose to join a MAT on majority papers. Again, they would retain their current Instrument of Government (with few or no Foundation governors), but the MAT's Board of Directors would always have a majority of Foundation Directors appointed by the diocese.

Early Academies

Following the publication of the Academies Act, some schools across the country moved very quickly to set up academies. Schools that worked in close collaboration formed MATs quite naturally. At this time, some diocesan boards set up their own trusts, for example in Liverpool, Blackburn, Manchester and Carlisle.

In 2013, at the early stage of academisation the diocese set up its own trust, Chester Diocesan Academies Trust (CDAT). At this time, schools were encouraged to consider joining CDAT whilst exploring all academy options available to them including being a Single Academy Trust (SAT) or creating a new MAT of their own. The DBE have supported schools in understanding what the options are for academisation. Some of Dawpool's current governors, including Mr Burrows, have been part of these conversations. Some Church schools in the diocese have made the decision to become academies. However, the growth of academies in the North West has been slower than in other parts of the country. This is largely due to Local Authorities maintaining a satisfactory level of service for schools, despite cuts in funding.



Percentage of Academies by Region (March 2022)

Chester Diocesan Academies Trust (CDAT)

Over time, CDAT has grown to become a strong MAT with 11 academies, spread across the diocese. The DBE has supported this development and growth, working closely with CDAT's executive and non-executive teams. As the trust which has

Chester DBE as its named sponsor, with Members all sourced from the DBE who then appoint Directors, a close working relationship and strong partnership between CDAT and the DBE has been established. This in turn has meant that the DBE is better able to support and ensure the distinct Church school character is at the heart of the trust and thus its schools.

CDAT's Governance Structure

CDAT is a MAT established on majority papers, meaning its Governance Structure reflects the Instrument of Government of a VA school, with the majority of Directors being appointed by the Diocese of Chester.

Members

The Members of CDAT comprise:

- Chester Diocesan Board of Education (DBE),
- Two individual Members of the DBE,
- The Rt Revd Mark Tanner (Bishop of Chester),
- The Venerable Dr Michael Gibertson (Archdeacon of Chester & Chair of the DBE),
- The Revd Lyndon Bannon
- Canon Elizabeth Renshaw MBE.

The Members set the **vision and strategic direction** of CDAT and they appoint the Directors.

Directors

The Directors comprise those appointed by the Members, the Chief Executive Officer and co-opted Directors who are appointed by the current Directors with the consent of the DBE. Within the vision and strategic direction established by the Members, the Directors are responsible for the running of CDAT. The Directors of CDAT operate in a similar way to a school's governing board. Together, the Members and Directors are custodians of CDAT.

Since CDAT's inception in 2014, the DBE have formed part of CDAT's governance structure which enables CDAT and the DBE to work closely together. CDAT is directly connected with the DBE because it is their own MAT. For an overview of CDAT's governance, [see here](#).

The Schools White Paper 2016

The 2016 Schools White Paper ([see here](#)) strengthened the government's position on academies and school governing boards put the matter of academies on to their agendas.

In his Head Teacher's Report to Governors (March 2016), Mr Burrows wrote:

'The Government's academies agenda gains momentum. We must be aware that the Government has outlined [in its White Paper] that all schools will convert to academies by 2020. The reality is that all schools will convert far sooner than this. I have been keenly watching Wirral's stance on academies and the Local Authority is

now actively encouraging schools and Governing Bodies to begin the process of converting.'

However, the time-scale for academisation, outlined in the 2016 White Paper, was withdrawn and the pace of academy growth slowed as a result.

In his Head Teacher's Report to Governors (June 2016), Mr Burrows wrote:

'Although the media are reporting a U-turn on 'forced academisation', the government has reaffirmed its determination for all schools to become academies and will continue to encourage good and outstanding schools to convert. The initial urgency for Dawpool to convert to an academy has subsided, but it is inevitable that Wirral primary schools will have to convert in the future, largely due to the diminishing resources of the Local Authority and their capacity to support schools.'

Mr Burrows and the governing body have continued to monitor the national position on academies and have engaged with the DBE and CDAT about their plans.

The Government Picture

Over the last few years, political issues caused by Brexit and the COVID-19 pandemic has caused the government's academy agenda to lose momentum. Had these issues not occurred, the academy agenda is likely to have continued at pace.

Nevertheless, academies continue to be a key priority for this government. Currently, 46% of schools nationally are academies, accounting for over 50% of the total number of pupils nationally. In the DfE's latest figures (January 2022), there are over 400 more schools currently going through the conversion process - around three-quarters of which are primary schools.

The current Prime Minister and Secretary of State for Education is determined to push forward with the academies agenda. In April 2021, the Education Secretary, Gavin Williamson, made a speech ([see here](#)) to say that there would be a further push for academisation and the government would be moving towards a fully academized system. This was followed by a further announcement from the government in June 2021 ([see here](#)).

The Schools White Paper 2022

A new Education Secretary, Nadhim Zahawi, was appointed in September 2021. He promised that a new Schools White Paper would be published in 2022 which would step up momentum for schools to become academies. This White Paper was published in March 2022 ([see here](#)).

The White Paper sets out the government's long-term plan for schools in England. Chapter 4 of the White Paper sets out the government's plans for a **fully trust-led system** (pp. 43-56).

"By 2030, all children will benefit from being taught in a family of schools, with their school in a strong multi academy trust or with plans to join or form one." (p.43)

The Church of England Response to the Schools White Paper 2022

Sections 137 & 138 (p.48) of the White Paper refer specifically to Church and faith schools. The White Paper recognises the vital role the churches have played over the last 200+ years and sets out how that role will continue in the future development of the school system.

Nigel Genders, Chief Education Officer for the Church of England, has written in response to the 2022 White Paper ([see here](#)).

The Church of England welcomes the White Paper's emphasis on schools working together in strong families and acknowledges that multi academy trusts can be *"the foundation for fruitful partnerships supporting all pupils to flourish."*

The Church of England believes that the government's move towards a fully trust-led system is a real opportunity to further strengthen the 'connectedness' of its Church schools through strong diocesan trusts.

"We look forward to playing our part in the development of the school system for the future in the sure knowledge that as children and young people are nurtured in our schools their formation will lead to the transformation of the world." Nigel Genders

Removal of the School Improvement Monitoring and Brokering Grant

The 2022 White Paper doesn't quite go down the route outlined in the 2016 White Paper, 'Every School an Academy: The White Paper Proposals' ([see here](#)), which proposed forcing all schools to become academies. Instead, the 2022 White Paper outlines plans to incentivise schools to convert. One example of this is the removal of the 'School Improvement Monitoring and Brokering Grant.'

In November 2021, the DfE consulted on the 'School Improvement Monitoring and Brokering Grant' that they have allocated to Local Authorities for many years ([see here](#)). The DfE deemed that this allocation was unfair because academies were not receiving the same level of funding.

During the consultation, Local Authorities argued that this funding was much-needed in order to support schools who were still maintained by the LA. Despite this appeal, the DfE made the decision in January 2022 that they would no longer provide school improvement funding to Local Authorities. And so from September 2022, Local Authorities will receive 50% of that funding and from September 2023, the funding will be fully withdrawn. Local Authorities will now need to determine where that money will come from, which is most likely to be through de-delegation of school budgets. This means that it will come out of school budgets directly, placing further strain on individual schools' finances.

The 2022 White Paper makes it clear that Local Authorities will no longer oversee the quality of education in schools. This will be the responsibility of individual trusts who must adhere to statutory academy standards and proactively develop characteristics of a strong trust. Local Authorities will continue to have an important role, which will include co-ordinating school admissions, managing local safeguarding arrangements and ensuring excellent attendance of pupils (see pp 54-56 of White Paper).

Are academies here to stay?

We are seeing a fundamental shift in the future of education, the like of which has not been seen since the 1944 Education Act. If the scenario arose that the Conservative Party were not elected in the next general election, it has been made clear that academisation is so far down the track – with over 50% of all pupils nationally in academies - that we would not see a U-turn to Local Authority control. A fully trust-led system is the future for schools, regardless of which government is in power.

The Diocesan Position on Academies

The DBE is committed to maintaining a cohesive diocesan family of schools, and believes this is where schools work best, striving to achieve the best possible educational outcomes, working together within a strong Christian ethos that transform the lives of children and young people.

In light of the DfE's vision and strategy on academisation and establishing strong multi-academy trusts, the DBE has reviewed and reflected on the current status of its schools and academies as well as its approach to academy conversion. Whilst their position has been quite informal up to now, they recognise that the proposals outlined in the 2022 White Paper creates a fantastic opportunity for Church schools to unite and connect in way that hasn't been possible before.

In the Diocese of Chester, a quarter of Church schools are academies, with over a third of these being part of Chester Diocesan Academies Trust (CDAT), the diocesan MAT. This means that a large proportion of the church schools are yet to become academies and the church school MAT structure within the diocese is yet to be fully formed.

The DBE recognises the need to review and consolidate the existing academies structure within the diocese to prevent further fragmentation of its Church school family. The current informal strategy that the diocese has adopted regarding academisation could result in all of its Church schools being fragmented across many different MATs.

The Church of England are clear that they wish to see their schools in strong diocesan trusts. The 2022 White Paper gives the green light for the Church of England to establish distinctively Christian trusts in each diocese:

"We will provide assurance to Church and faith schools when they join or form trusts, bringing forward legislation to ensure that statutory freedoms and protections that apply to Church and faith-maintained schools also apply to academies with a religious character. We recognise the costs which dioceses and other religious authorities face in establishing trusts and we will develop options for financial support, allowing strong Church and faith trusts to drive even higher standards in these schools." (2022 White Paper, p48)

Previously, CDAT has been one of a number of options for schools to consider, including joining an existing MAT or creating a new one. However, moving forward, the DfE will not support the creation of new, smaller, local MATs as it has done previously. Its long-term strategy is to promote larger MATs that will replicate what we

currently have as Local Authorities, but they won't necessarily be in regional groups. This will see smaller MATs being approached by the DfE to ascertain their future plans with a steer towards a larger trust model which is more sustainable.

"We know that trusts typically start to develop central capacity when they have more than 10 schools. Scale is also what enables them to be more financially stable, maximise the impact of a well-supported workforce and drive school improvement. Recognising the importance of trust capacity to support the system to improve, we will avoid converting schools as standalone academies . . . We expect that most trusts will be on a trajectory to either serve a minimum of 7,500 pupils or run at least 10 schools." (See p.47 of the White Paper).

The DBE's 4-stage preference

As the government sets out the department's vision and principles for the academies programme, it is clear that central to this is strong academy trusts. The DBE therefore wishes to clarify its position in safeguarding the future and continued success of its Church schools within such a system.

Options 1-4 below are listed in order of preference:

- 1. The DBE's strong preference is that CDAT would be the trust of choice for any diocesan school wishing to convert to an academy and that schools would consider this option in the first instance.**

If a school wishes to explore an option other than CDAT, it will need to make a clear case for one of the following options (listed in order of preference):

- 2. Schools consider joining an alternative majority church school MAT in the diocese, in which all of the academies are church schools.**
- 3. Schools consider joining an alternative minority church school MAT in the diocese, in which all of the academies are church schools.**
- 4. Schools consider joining an alternative mixed church school MAT (on church school papers) in which there is a majority or, at least a strong representation, of church schools within the MAT.**

Rationale for each preference

- 1. The DBE's strong preference is that CDAT would be the trust of choice for any diocesan school wishing to convert to an academy and that schools would consider this option in the first instance.**

Going forward, the DBE's strong preference is that its Church schools will seek to be part of the diocesan MAT (CDAT) and this has formed the basis of its academies strategy. This will enable the diocesan family of schools to stay together, to retain and strengthen the strong partnership with the diocese that currently exists (and that Dawpool has enjoyed for over 150 years). CDAT has a distinctive ethos that is clearly rooted in Christian values.

The DBE has been working closely with CDAT to consider how the trust will operate and grow as a larger number of schools join. This may include two or three diocesan MATs, for example CDAT 1, CDAT 2, CDAT 3, etc (names for illustration only), which may be split into regional groups across the diocese. There are examples of this model already in place in other dioceses across the country, for example in Norwich, Oxford, and Derby. Some diocesan MATs are much further developed, largely due to Local Authorities in different parts of the country steering its schools towards academisation, which hasn't been the case in most parts of the North West so far.

The Diocese of Chester considers that CDAT is the strongest 'insurance policy' for its schools because it is overseen by the DBE more closely than other MATs. The DBE has a financial commitment to CDAT and has provided financial grants to get it established. This financial commitment will continue as the trust grows in the coming years.

The 2022 White Paper confirms:

"We recognise the costs which dioceses and other religious authorities face in establishing trusts and we will develop options for financial support, allowing strong Church and faith trusts to drive even higher standards in these schools." (p.48)

During a meeting of the Dawpool Governing Board on 3rd March 2022, Chris Penn, Diocesan Director of Education (DDE), confirmed:

"It is in the DBE's best interests for CDAT to succeed, and will ensure that it happens at all costs so that security is there for its Church schools. CDAT will not go anywhere. It will grow and may become more than one trust in a regional-hub format, but in the same way that the diocese will always be there, so will CDAT."

2. Schools consider joining an alternative majority church school MAT in the diocese, in which all of the academies are church schools.

If, after a period of due diligence, a school decides not to join CDAT, the second option is for a school to join an existing MAT on majority Papers within the Diocese of Chester where all schools within the trust are Church of England. This will ensure that the school's Church of England identity is further protected, retained and strengthened.

3. Schools consider joining an alternative minority church school MAT in the diocese, in which all of the academies are church schools.

This option is for Voluntary Controlled schools, who don't want to join a 'majority papers' MAT. This option will protect the identity of a VC school by ensuring that all schools within the MAT are Church of England schools and the governance structure reflects that of a VC school.

4. Schools consider joining an alternative mixed church school MAT (on church school papers) in which there is a majority or, at least a strong representation, of church schools within the MAT.

For example a MAT of 10 schools would have around 5-6 Church of England schools to ensure that they are well represented and can support and enhance each other's distinctiveness. This option would be seen as a 'back stop'.

The DBE's preferred option

The DBE's strong preference, therefore, is that CDAT would be the trust of choice for any diocesan school wishing to convert to an academy and that schools would consider this option in the first instance.

Academy Trusts in the Diocese of Chester

At the start of the academic year 2021-22, of the 115 church schools in the diocese, just under 25% were academies. These can be categorised under the following headings.

Academy Type	Primary schools	Secondary schools
Multi-Academy Trusts	21	2
Single Academy Trusts	1	2
Empty MATs (only 1 school in the Trust)	2	0
Local Authority maintained schools	85	2

Twenty-three church academies within the diocese are in a multi academy trust.

There is currently only one other 'majority papers' MAT within the Diocese of Chester. It is called the [Rural Church Schools Academy Trust](#) and consists of 3 small Voluntary Aided Church schools in Cheshire East:

- Bunbury Aldersey CE Primary School,
- St Oswald's CE Primary School
- Warmingham CE Primary School

The multi academy trusts in the Diocese of Chester are detailed in the table below.

MAT Name	MAT Type	Schools in the Trust	Primary		Secondary	
			church schools	other schools	church schools	other schools
CDAT	Majority	11	11	0	0	0
Rural Church Schools Academy Trust	Majority	3	3	0	0	0
Brine Academy Trust	Minority	2	1	0	0	1
Frank Field Education Trust	Minority	3	0	1	1	1
North West Academies Trust	Minority	11	3	7	0	1
Samara Trust	Minority	3	3	0	0	0
The Challenge Academy Trust	Minority	10	0	4	1	5

Applications from Voluntary Aided schools

Church schools that wish to convert to academy status must have the approval of the DBE and an approval process has been developed by the DBE to support this. The DBE's and the Regional Schools Commissioner's (RSC) expectation is that the governing body of any maintained Church of England school wishing to become an academy will approach the DBE as early as possible to discuss their options for conversion and agree the process for securing the consent of the DBE.

Can Dawpool join a Trust other than CDAT?

If Dawpool would like to consider an alternative trust to CDAT, it must have a clear rationale for this decision. The DBE will also wish to be reassured that the decision made is in the best interests of the children and the long-term future of Dawpool.

Once an application has been received to join a trust other than CDAT, representatives from the school will be invited to present their application to a panel of the Board who will make a decision as to whether to support the application and give conditional consent. Schools that are looking to join CDAT are not required to go before such a panel.

The Church of England Vision for Education: Deeply Christian, Serving the Common Good

In Autumn 2016, the Church of England published its **Vision for Education: Deeply Christian, Serving the Common Good** ([see here](#)). It is a fresh articulation of the Church of England's vision for education as it *"meets the challenges and take the opportunities offered by the present situation."* (Page 2).

*"Our Church's commitment to education is at least as important today as in the past. Considerable changes are taking place, and it is vital to sustain and develop the long-term educational ecosystem for the benefit of the whole of our society. The Church of England has the opportunity to offer a model of education that is both thoroughly Christian in its foundation and highly attractive to most others in education because of the quality of its outcomes for children and young people . . . we are confident that our vision of education for **'fullness of life'** is one that fully deserves its place in twenty-first century Britain."* (Page 4).

Reflecting on the Church of England's Vision for Education in the context of the government's White Paper, Nigel Genders writes that diocesan trusts *"will strengthen our ability to build our movement for education positively and proactively, ensuring that every school benefits from being a member of this strong family of schools, because in doing so they will be able to deliver quality education for the good of the children and young people we serve."*

Dawpool's future as an academy

It is important that as the education sector moves towards a fully trust-led system, the academy trust that Dawpool moves into is one that is rooted in the Church of England's Vision for Education, retaining, protecting and further enhancing our Church of England context, ethos, culture and distinctiveness for generations to come.

In readiness for the government's White Paper in 2022, the governors of Dawpool set the following objective for the 2021-22 academic year:

'As a consequence of the national picture and continued debate and growth of academies in England, to look more closely into whether an academy model would be in the best interests of the children, teachers and staff.' (See [Governor Impact Statement 2021-22](#))

This objective is designed to put Dawpool 'ahead of the curve' and to have full control of how, when and if we go forward with academy status, without pressure from government departments.

Dawpool's governing body met with representatives of Chester Diocesan Academies Trust (CDAT) to discuss the benefits of joining the trust. In order for governors to have the depth of information required to make an informed decision, it was agreed that Dawpool should undertake a formal period of consultation with all stakeholders.

There are several reasons for Dawpool wanting to consult with CDAT, as opposed to other MATs:

- It is the DBE's first preference for its Church schools.
- It is the diocesan MAT.
- Diocesan MATs are fully supported by the Church of England.
- It is a MAT on majority papers, set up to protect and further enhance the context, ethos, culture and distinctiveness of Church of England schools within the Diocese of Chester.
- Its vision, values and aims are rooted in the Church of England's Vision for Education and are closely aligned with our own.

Dawpool's Vision and Values

In the Spring Term 2018, Dawpool made the decision to refresh its vision statement and bring it in line with the 'Church of England's Vision for Education: Deeply Christian, Serving the Common Good.' Stakeholders including staff, governors, clergy, parents and pupils helped to shape the school's vision statement and underpinning theology.

Dawpool's Vision Statement is based upon four foundation scriptures: *Jeremiah 29:11*, *Galatians 5:22-23*, *Matthew 22:36-40*, *John 10:10*.

The school achieves human flourishing for all by rooting its vision in the **Person, Love and Work of Jesus Christ**.

Dawpool's Vision

The Dawpool community are united in their ambition to create a school which embodies the person, love and work of Jesus Christ: a school which enables Christian values to flourish and where all children may experience '*The abundant life that Jesus offers.*' (John 10:10) See Dawpool's [Vision, Values and Aims](#).

CDAT's Vision and Values

Rooted in Christian values, CDAT is committed to:

- Valuing the uniqueness of every child
- Aspiring to excellence
- Being a nurturing learning community for all

Jesus said, '***I have come in order that you might have life—life in all its fullness***' (John 10:10).

As a trust, our aim is to ensure that all of our pupils are able to benefit from and enjoy '***life in all its fullness.***'

See CDAT's [History & Vision](#)

See CDAT's [Christian Distinctiveness](#)

See CDAT's [Aims](#)

Dawpool's Consultation with CDAT

The consultation process between Dawpool and CDAT commenced on 10th January 2022 and concluded on 11th February 2022. The governing body have met to consider the information received during the consultation. The following documents have been reviewed by the governors:

- Dawpool Academy Consultation - Final Report
- Dawpool Feedback - Data Analysis
- Appendix 1: Parent & Carers Letter
- Appendix 2: Staff Letter

- Appendix 3: Stakeholder Letter
- Appendix 4: Feedback Form
- Appendix 5: Engagement - All Questions and Answers
- Appendix 6: Staff Presentation
- Appendix 7: Parent & Carer Presentation
- Results of Staff Survey: CDAT Consultation
- Minutes of Full Governors' Meeting 27.01.22
- Notes from Staff Meeting with Mrs Robson: 08.02.02
- Feedback from Mr Jeffrey, Chair of Governors, Christ Church Moreton
- CDAT Financial Report (compiled by A. Harford)

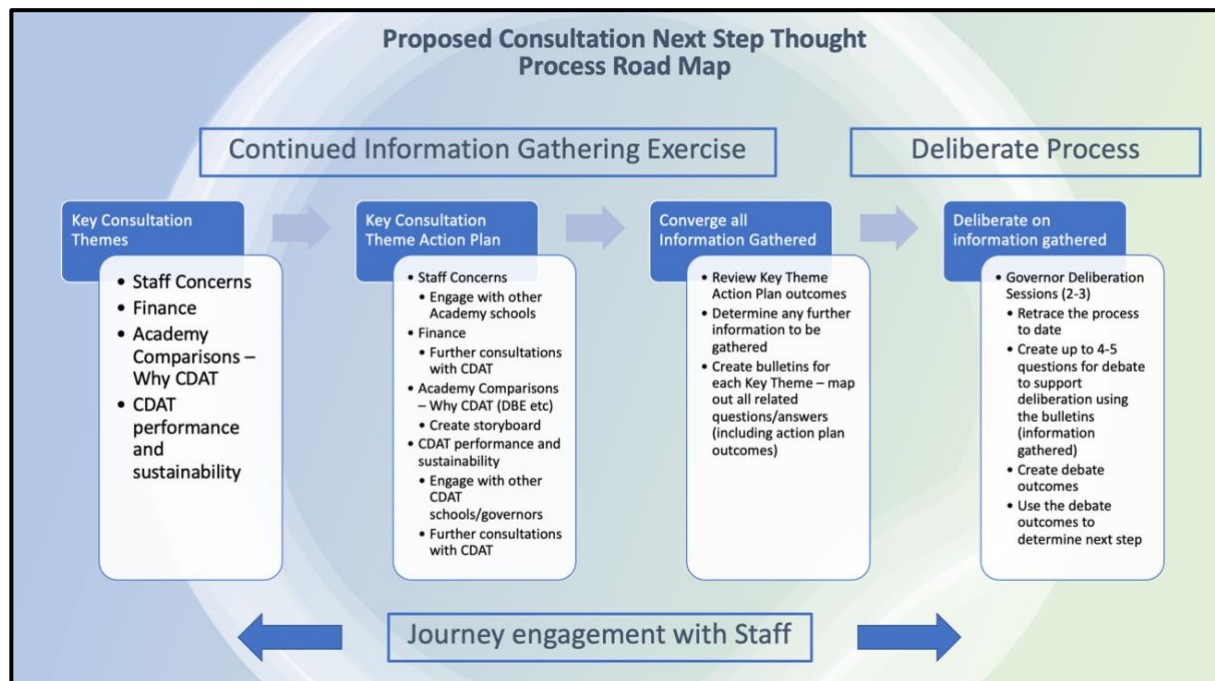
The governors have also fully reviewed the publications itemised on page 2 of this document.

The information and feedback received has been very helpful and has given the governors lots to discuss.

Analysis of the information collected to date shows that stakeholders are broadly comfortable with the proposal for Dawpool to convert to academy status as part of CDAT. Nevertheless, Governors have identified four key themes from the consultation which they would like to explore further.

1. Concerns of some staff
2. Academy comparisons – why CDAT?
3. CDAT performance and sustainability
4. Financial implications

The road map below outlines the next phase of activities to gather more information



Over the coming weeks, the governors will continue to review the information collated during the consultation alongside the government's White Paper, and the position of

the Church of England and the DBE. Governors will continue to gather more information, this will include finance focussed meetings, budgetary work and providing opportunities for staff to liaise with personnel in CDAT schools to fully understand the daily lived experience for pupils and staff.

D. Burrows

May 2022