

# **The Culham Educational Foundation and its Institute**

**in collaboration with**

**The St Gabriel's Trust**

**A History 1980 – 2011**

**John D Gay**

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## **Introduction**

The first phase of Culham's life was very much based upon the shoulders of giants. Steve Denny, the final principal of Culham College was adamant that Culham's long history of educational service should not end and that new ways of continuing it could be found through the new Trust. As a trustee he was unstinting in his support. Linda Youthed, the final vice principal, in her role as the Trust's first clerk, turned the Malthouse from a slightly dilapidated student hostel into a first-class base for the Trust's work over the next twenty years.

In terms of the Institute's research and development work, many gave freely of their time and expertise in the initial consultation phase. One of these, Brian Kay, then joined Culham as its first senior project associate. He had just retired as HM Chief Inspector for Teacher Training and Research and took the lead in developing Culham's first major research project. He was joined by George Perry from Oxford's Department for Education. In 1982 Leslie Francis was appointed as a research officer and for the next six years achieved a prodigious research output. A few years later, as Culham expanded its work into religious education resource production, two more former HMIs, Rosemary Peacocke and Eric Lord, joined the team. That the initial phase of the trust's work was successful was due very largely to the involvement of these giants.

In 1984 Diana Lazenby was appointed initially as a research assistant but rapidly became a key member of the team. In 1994 she was joined as a Senior Project Associate by Tony Parfitt and for the next seventeen years the two of them were central to the development of the whole range of Culham's work. That so much was achieved was due very significantly to them.

All institutions need to adjust and evolve as external contexts change, and Culham went through a major adaptation at the turn of the century. This was handled largely by three trustees, Tony Williamson, Norman Russell and Geoffrey Paine, who ensured that the initial process was effective and fair and so created a positive platform for Culham's work up to the point of merger.

When Culham began to work with the St Gabriel's Trust in 1989, Anne Lamb's vision for Christian education, which led to the RE teacher weekends and to the St Gabriel's symposia, provided the Programme with a strong underpinning. Colin Alves brought to bear on the work his national experience and his classicist's eye for detail and logical analysis. Peter and Brenda Duffell in their clerkship roles, very effectively masterminded the financial side. As chair of the trust, Priscilla Chadwick's leadership and commitment ensured that the Programme thrived and remained a key part of St Gabriel's overall work.

To the above and to my many former colleagues I owe a great debt of gratitude.

John Gay  
Ascension Day 2017

## **John Gay**

Graduating as a geographer, John then undertook theological training and a doctorate in the geography of religion at the University of Oxford. After teaching and parish work in Paddington he went into teacher training first at Culham College of Education and then at Oxford's Department of Education.

From 1980 – 2011 he was Director of the Culham Institute. During the 2000s he represented the Church of England on the Oxfordshire Education Committee, was the Treasurer and Company Secretary of the RE Council of England and Wales and also the Church of England's national spokesman on RE.

He is currently [2017] an Honorary Research Fellow in Education at the University of Oxford and a Visiting Professor at the University of Winchester.

## **Sources used**

### ***Trust deeds***

Culham  
St Gabriel's

### ***Culham***

Audited accounts – annually from 1980  
Minutes of the Trustees Meetings from 1980  
Minutes of the Advisory Council  
Minutes of the Institute's Management and Development Board  
Minutes of the Grants Committee  
Minutes of the Finance Committee  
Minutes of the Finance and General Purposes Committee

### ***St Gabriel's***

Audited accounts – annually from 1977 onwards  
However, the earliest audited accounts were simply financial ones. In 1991 the reporting requirements were changed and the accounts subsequently included details of the trust deed and the list of trustees  
There are no minutes of the trustees meetings available for the period 1977 – April 1985  
Minutes of the Trustees meetings – from the 27<sup>th</sup> meeting in May 1985 onwards  
Minutes of the St Gabriel's Programme Committee – from 1990 onwards

### ***Association of the Church College Trusts***

Minutes of the meetings of the Association  
Minutes of the meetings of the Clerks  
Minutes of the meetings of the Policy Study Group

### ***Publications, resources, websites and broadcasts***

See the sections in the following report

### ***Other documentation***

Many papers, reports, briefing documents, feasibility studies and budgets were produced during the life of the two trusts. Some of these were filed along with the minutes whilst others were kept in the working folders of the people concerned. Since 2000, when mainstream computers began to be used, more records were stored electronically. When Culham was using Philips word processors in the 1990s, electronically stored material which was not printed in hard copy was lost on account of the lack of compatibility between the operating systems of Philips and Microsoft. Furthermore, Culham tended not to keep all the documentation leading up to the final outcomes of a project and instead relied for record purposes on the outcomes themselves and on the reports in the minutes of the meetings of the trustees.

The requirements of the data protection legislation meant that grant applications and other personal data such as employment files could only be kept for a limited period of time after which they were destroyed.

### ***The memories of those involved***

The combination of personal memories and documentation relating to those memories has been an important source for this report.

### **Accessible Archived Material**

All the available historical records of the Culham Educational Foundation, the Culham Institute, the St Gabriel's Trust and the St Gabriel's Programme, including minutes of the various meetings and the resources produced, were lodged at the Church of England Record Centre, 15 Galleywall Road, South Bermondsey, London SE16 3PB where they can be accessed on prior request.

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## Abbreviations Glossary

ACCT	Association of Church College Trusts
AREIAC	Association of RE Inspectors, Advisers and Consultants
BECTa	British Educational Communications and Technology Agency
BETT	British Educational Training and Technology Show
CEM	Christian Education Movement
CEO	Chief Education Officer
CPD	Continuing Professional Development
CSTG	Culham St Gabriel's Trust
DBE	Diocesan Board of Education
DDE	Diocesan Director of Education
DfE	Department for Education – although the exact title has fluctuated over the years, for convenience this abbreviation has been used throughout
HE	Higher Education
HMI	Her Majesty's Inspector of Schools
ILEA	Inner London Education authority
ICT	Information and Communications Technology
ISBN	International Standard Book Number
LDBS	London Diocesan Board for Schools
LEA	Local Education Authority
MBA	Master of Business Administration
MP	Member of Parliament
NATRE	National Association of teachers of RE
OFSTED	Office for Standards in Education
PGCE	Post-Graduate Certificate of Education
PSHE	Personal Social and Health Education
PPG	Programme Policy Group [St Gabriel's Programme]
QCA	Qualifications and Curriculum Authority
QCDA	Qualifications and Curriculum Development Agency
PCfRE	Professional Council for Religious Education
PSG	Policy Study Group of the ACCT
REC	Religious Education Council of England and Wales
RETRI	RE Teacher Recruitment Initiative
SACRE	Standing Advisory Council for Religious Education
SCAA	School Curriculum and Assessment Authority
TES	Times Educational supplement
TRS	Theology and Religious Studies
TTA	Teacher Training Agency

### Dates

Where the word 'currently' is used, this refers to 2016 when the main draft of the manuscript was completed.



# 1. Culham Educational Foundation

## *From College to Trust*

In 1976, when everyone was on holiday during August, the Secretary of State for Education announced the closure of Culham College, or to be more accurate that Culham had been given a zero teacher training intake figure for September 1977. A full new intake of students was already signed up for the coming month and as the majority of the students were on a three year course, in practice this meant it would be a further three years before the College could close finally.

As an independent Church of England foundation, it was the responsibility of the College trustees to decide on a future course of action and not up to the Department for Education [DfE] to dictate what this should be. The long lead-time to closure enabled a range of discussions to take place, initially focusing on what might be undertaken in order to retain some or all of the buildings and staff. In-service training and residential courses for teachers were two obvious possibilities and others were floated. But many were predicated on a staff range of expertise similar to what was already available and none of the business plans were realistic. Furthermore, unless the site was sold, any new venture would not have an independent income stream to sustain its activities.

Hard on the heels of announcing what was realistically a closure, the DfE also announced plans to establish a European School on the Culham site as part of a European Union [EU] deal for the Joint European Taurus project to be based at the Atomic Energy Laboratories at Culham. A nearby school site and buildings provided by the host country for the children of those working on an EU project was a prerequisite for obtaining the project. Whilst this effectively shut down any bright ideas for retaining other activities on the site, it also meant that the trustees had a purchaser in the shape of the Property Services Agency which was anxious to do a quick deal to secure the EU project.

Inevitably some horse-trading was necessary. The DfE required a claw-back for earlier investments in the college buildings and, apart from two of the houses which were an integral part of the campus, the DfE declined to buy the other houses on the edge. Eventually a deal was done which netted the trustees just over £1 million. Considering that the College was on a green-field site in the middle of the countryside and that many other such colleges were coming onto the market at the same time, the trustees were fortunate to have a ready buyer.

Culham also had an annex in an eighteenth-century mansion overlooking the Thames at Nuneham Courtenay. This housed three teaching departments and around 60 residential students. It was acquired from Oxford University at the height of the College's expansion in the 1960s but fortunately it was held on a leasehold basis which contained a break clause. This clause was quickly applied and for the final two years the departments and students were rehoused on the Culham site. The staff houses on Thame Lane were first offered for sale to the sitting tenants and then the remainder sold on the open market after the College had closed.

The College had a further property in Abingdon. Again, on the banks of the Thames and acquired in the 1960s when the College was desperate for extra student residence, but the difference was that it had been purchased freehold out of the College's private funds and so owned by the trustees.

During the three year 'rundown' the principal and the governing body of the College had to ensure a very positive learning experience for the students, help as far as they could with staff redeployment, retirement and redundancy, and make plans for the new trust and its work. At the outset, and to their not inconsiderable surprise and alarm, the bishop and the three archdeacons of the Oxford Diocese discovered that they were the sole custodian trustees of the College and that it was ultimately their responsibility for ensuring the transition from old college to new trust. Somewhat on a ten green bottles basis, other members of the governing body dropped off by category, the local authority governors being the first to go.

The College closed in summer 1979 but for a further year some offices were retained on site for a post-closure administration. During this time the details of new trust deed were finalized and ready for sealing on 3<sup>rd</sup> October 1980. Culham, along with several other Church college trusts, had taken advantage of the pioneering negotiations with the Charity Commission undertaken by John Dancy at St Luke's College in Exeter and their trust deed, once it had been approved, became the blueprint for the rest.

Part of the process involved ensuring that the existing trust deeds of the College were rolled into the new one. The original deed establishing Culham had been for a men's college to train schoolmasters to teach the children of the poor. There was a similar trust deed for a parallel women's college but this was never built. A third deed was for a practicing school on the site for the sons of the yeomen of Abingdon. This was built but closed in 1932 and the building transferred to the College. All three trusts were incorporated into the new one but then at the eleventh hour a previously unknown fourth deed was discovered – for a practicing school for the daughters of the yeoman of Abingdon which was never built. Fortunately, this deed was able to be incorporated into the new deed very quickly and so the October 1980 deadline was achieved.

The trust deed specified a custodian trustee [the Diocesan Trustees (Oxford) Ltd] and nine managing trustees – the bishop and three archdeacons of the diocese ex officio; one person nominated by the Diocesan Council of Education [the first being the Bishop of Dorchester] and four co-optative trustees [the first being the former college principal and three of the former governors]. That one of the four co-optative trustees was also chairman of the diocesan trustees reinforced initial anxieties that the new trust would be subject to a diocesan takeover. In practice this trustee turned out to be anything but a diocesan stooge and the first attempt by the officers of the diocesan trustees to suggest how the Culham trustees might operate was robustly squashed by their own chairman. So Culham's independence was firmly secured with some of its fiercest defenders being the diocesan archdeacons. The first meeting of the new trust was to be called by Linda Youthed, the former dean and then vice-principal of the college, who was appointed at that meeting as the trust's clerk.

Prior to this first meeting, a shadow trustee body had morphed out of the shrinkage of the College governing body. The first meeting of this shadow body was held in

November 1979 and four more in 1980 prior to the launch of the new trust by which time substantial discussion and planning as to the future directions of the new trust had already taken place. Whilst the trustees wished to give grants they also wanted to undertake work of their own and in order to achieve this they established the Culham College Institute initially for a five year period but with the clear intention that if it was successful its future would be long term. The Institute was to be run as part of the Trust rather than as a separately constituted organization and its staff were to be trust employees. Given the dislike within the trust world for the long-term funding of external bodies, this turned out to be a critical decision of principle that ensured a life of over thirty years for the institute.

The 1980 trust deed was updated in 2004 to give the trustees general authority, within certain limits, to amend the terms of the deed to bring it in line with current practice. So, for instance, the trustees were able to increase the size of the trustee body by adding co-opted members and also to vary the size of the quorum for trustee meetings. Under the original terms, there were only nine trustees of whom four were ex officio including the bishop who was rarely able to attend meetings and one nominated trustee and so there was a considerable reliance on the four co-opted trustees to attend and play a very active role. However, the three ex officio archdeacons always gave Culham a high priority but the risk of future ones not doing so meant that an adaptation of the trust deed was deemed to be prudent future-proofing action.

### ***The old College chapel***

The trustees inherited certain residual responsibilities from the College. An intriguing issue was the status of the old college chapel. Constitutionally, schools run by the European Schools Commission were secular with religious education being a voluntary subject taught on a denominational basis by external teachers from that denomination. They had nothing approaching collective worship and certainly a chapel did not feature in the school's inventory – what had been the chapel became a music, drama and teaching space. However, Derrick Hurd, the first head teacher of the school had been a Culham student and was adamant that the chapel should remain as a place of Christian worship alongside its other roles. Accordingly, the trustees agreed to leave all the furnishings in the chapel including Samuel Wilberforce's episcopal seat and also all the silverware. Furthermore, the building was left as a consecrated Church of England chapel albeit privately owned.

None of the above was ever written down for fear of alerting Brussels but it has continued to this day through the reigns of several heads some of whom were highly secular. A good part of the reason why the original deliberate ambiguity lasted for so long is no doubt because it worked effectively. As part of the school's voluntary religious education [RE] the chapel has been regularly used for Protestant services and Roman Catholic masses as well as being a teaching base for RE. For many years Robin Griffin, one of the school's drama teachers who had previously been on Culham's staff, acted informally as the chapel's guardian and encouraged its use for musical and drama activities on a very similar basis to the way it had been used by the College. For many of the former college students the chapel retained a special place in their memory and so at their six monthly reunions the evensong in the chapel has been a key feature. On

several occasions a memorial element for a former member of staff was incorporated into the service.

A particularly poignant memorial was in 1987 for Henry Babb, a very long serving member of Culham's staff who had been both the College chaplain and head of maths. As a military chaplain attached to a regiment in Burma which had been captured at the outset of the war, he had spent the rest of the war in Japanese run prisoner of war camps on the infamous Burma railroad. In a very moving talk to 300 students towards the end of the College's life, he estimated that he had buried more 18 – 21 year olds on the railroad than he had taught in all his subsequent career. This was a stark statistic that left a lasting impression on all the students.

In the same year there was also a special memorial service for Derrick Hurd, the first head teacher of the European School. Earlier Derrick had been head of the grammar school in Abingdon and had been the first to introduce a mandarin option into the curriculum. As he had been a well-known and highly respected local figure it was decided to hold the service in Abingdon's parish church. Naturally the European School wished to be involved as well but the highly secularist position of the head caused an interesting tension. Whilst he was adamant that the school choir should have a key role in the service and reluctantly accepted that they would be singing Christian hymns, the stumbling block became the processional cross. No way was he prepared to have his choir walking in and out anywhere near it. Eventually a compromise was found but what the whole episode highlighted was the substantial differences in the place of religion between the English and some of the European educational systems.

The European School's own life will be ending very soon following the completion of the European project at the laboratories and part of the site is already being used by a multi-language free school. It is likely therefore that the future of the chapel and its contents will shortly come back onto the current Trust's agenda.

### ***Other responsibilities from the old College***

The disappearance of their old alma mater was a serious blow to many former students. Especially for those who had been students in the 1950s and earlier, the very strong formative ethos of the small tightknit residential community had been a key influence on their future and the psychological effect of its closure was significant. The Trust continued to manage the evensongs at the reunions with John Gay as the Culham College Association's honorary chaplain.

For other former students the closure had more practical implications. Who would give them a reference based on their college years? Who would now be able to vouch for their qualifications? Although all the post-war confidential reports on students were transferred to the College of St Paul and St Mary Cheltenham from which they could be issued, knowing that two of the College's former staff were still working for Culham meant that some former students still sent their requests for references through to Culham. The Trust had inherited all the post-war student files and so the end of course reports could easily be accessed. Similarly although duplicate copies of qualification certificates were obtainable from Oxford University and indeed had to be issued by it, the first port of call for many students tended to be the Trust's offices at the Malthouse

in Abingdon. Most of these early requests could be easily fulfilled and after the first few years they fell to a trickle. The only ones which caused problems were those from American universities asking for detailed transcripts of exactly what was covered in each of the units during the three year course. However, such a tightness of specification had never been a feature of Culham's courses and so it was only possible to provide general outlines.

In 2002 in preparation for the move to Oxford it was decided to dispose of the two rooms full of old student records from the post 1946 period. The County Archivist originally ruled that they should be kept but when offered them and told of their shelving footage he quickly revised his opinion as to their historical value. Under the emerging data protection legislation, these records should not have been kept anyway for the length of time they were, and so they had to be sent to the shredders. Interestingly, each student's record prior to 1940 was contained on two pages of an annual ledger. A sample of these provided a master class in how to write a succinct and perceptive summary of a student's abilities and suitability to be a teacher. Post war there was a thick file on each student and even the confidential summaries were sometimes riddled with obfuscation, the classic one being the conclusion 'I recommend him' without any additional word such as warmly or strongly which actually meant 'I don't really recommend him'!

All the other records from the old College had been transferred to the Bodleian Library in 1980 but after a partial re-classification and subsequent storage of the material, in 1989 the library decided it no longer wanted the records and returned them. The former college librarian Brian Seyer and his wife Sylvia were appointed as part-time archivists with the task of re-ordering all the material which appeared to have been somewhat arbitrarily shuffled. A room in the Malthouse was set aside for the archive. In 2002, just before the move to Oxford, the archive was transferred to the Oxfordshire County Archive housed in Cowley. It remained on 'permission only' access until 2012 when, following a complete review of all the material by one of the archivists who concluded that only three small items still needed to be on restricted access, the rest was placed on open access.

### ***The Malthouse***

In the 1960s when the College was expanding its student numbers, finding suitable residential accommodation became a growing problem. Accordingly, the Malthouse in Abingdon was purchased and converted into a hostel for 22 students and a resident warden and family. When the College closed, as the Malthouse had been bought out of private funds, it remained the property of the trustees and so it was the obvious place for the new Trust to be based. At a psychological level too, retaining a small part of the old College for on-going use was important.

Being a Grade 1 listed building meant that conversion work had to be carefully undertaken and especially anything affecting the external aspects. Even demolishing an unsafe and dilapidated greenhouse in the garden required planning permission and pruning a rampant magnolia tree which was blocking windows and threatening part of the building's foundation involved visits from tree surgeons to advise and then conservation inspectors to agree how much could be taken off.

The trustees took an early decision to make the building fit for its new purpose. Rewiring, extra radiators, re-roofing, removing asbestos lined doors, re-flooring, building a glass screen along a balcony so that the room below could be more effectively used, replacing leaded windows and re-carpeting were all tasks undertaken during the early period.

The original idea was to have a resident caretaker using the warden's old flat but the planners turned it down on the grounds that the flat would need a further external door which under no circumstances could be constructed as it would mean damaging the view of an external wall. So the plan for a caretaker was dropped and instead two of Culham's former cleaners were employed. Ironically several years later the local fire officer threatened to close the building unless an escape door was constructed in the very same place – which of course had to be done and at great expense!

The whole building was nearly lost to a fire when the roofers were repairing some of the lead work over the window in the director's office. They were using a blowlamp in high winds and the flames caught one of the timbers which flared up whilst they were off for lunch. Fortunately, the proverbial man walking his dog on the other side of the river noticed some flames and immediately called the fire brigade. They arrived in time but said that another 20 minutes and the whole building would have been lost. So in went a new fire-alarm system which was so sensitive that the firemen became regular visitors - but they didn't seem to mind as the false alarms got them out of the fire-station!

The gallery room, the panelled dining room and the riverside gardens made the Malthouse an excellent venue for seminars and meetings and also a very pleasant place to work. All the renovation work and the on-going maintenance of the building and grounds had been meticulously and expertly overseen by the Clerk, Linda Youthed, who took a very justifiable pride in having created such an attractive working environment. The majority of the offices looked out over the Thames and at lunchtime in the summer the steps down to the mooring made a very restful place to eat sandwiches. However, despite best efforts, no-one could think of a convincing reason for the Trust to need a boat!

One year the Thames Conservancy decided to start charging the owners of riverside properties a rent for adjacent mooring posts in the river. There was one post several feet out from the bank which they deemed was owned by Culham and unless it was removed a rent would be payable. The post was of no use and so the trustees decided it should be removed. But how? There was no way a crane could be manoeuvred into the garden and, as it was a big post, a boat would risk tipping over. Eventually two members of the local sub-aqua club were recruited and they set out into the river dressed in wetsuits with oxygen cylinders on their backs and armed with saws. On reaching the post the water was still only up to their knees, for what no-one had realized was how shallow the Thames was at that point. The job was easily done and the post disappeared from the surface but may well have remained as an underwater obstacle. Fortunately for the sub-aqua men none of the smirking onlookers had a camera!

When the Trust first moved into the Malthouse, computers were not standard issue, copy-typists were needed, national networking, subcontracting and the use of consultants had not yet become a way of life and the norm was for people to sit at desks in offices. However, during the 1990s the situation progressively changed. Increasingly, Culham was using consultants and collaborating nationally with other organisations, computers were transforming the way work was done, central office space needs were shrinking and the Malthouse was becoming unsustainable. What had worked in the culture of the 1980s was becoming a millstone by the end of the 1990s. So the trustees decided to move to Oxford and to sell the Malthouse. However, disposing of a rather quirky building with listed status, no off-road parking and a flying freehold over part of the adjacent building was easier said than done. Furthermore, ominous flood level markings on the Church wall adjacent to the front door, even though they were from the 19<sup>th</sup> century, did little to reassure viewers. Eventually the building was bought by the Trust's own heritage architect who used the front part as his showcase offices and converted the back into two income-generating flats.

### ***Grants***

As well as deciding to undertake their own work through the Institute, the trustees also agreed a grants policy both for individual and for corporate applicants. Compared to trusts not undertaking their own work, the amount available for grants was relatively small and the preference was always for helping individuals rather than organisations partly on the grounds that the limited resources would go further and were likely to make a bigger difference at an individual level.

The one initial exception to the policy was the help given to support the National RE Centre in York. At the time of Culham's closure, the principal of the College of Ripon and York St John was John Barnett, a former Culham principal. He was able to offer posts to two of Culham's staff, one of whom was the Revd Dr Peter Doble who had been Culham's head of religious studies and who became director of the York RE Centre. Partly as a reciprocal gesture and partly out of a desire to support a Church educational venture in the north which was virtually devoid of Church college trusts, Culham agreed to fund a deputy director's post at the RE Centre for a period of five years and Dr Mary Hayward was appointed. Subsequently, part funding was agreed at 50% for the period 1986 - 89 and further tapered funding until 1994. After that £7,500 pa was earmarked for York projects but a formal application had to be submitted each time.

Individual applications were especially encouraged from members of the Church of England who were RE teachers or were teaching in Church schools. Initially there were no geographical restrictions and applications from overseas were accepted as well as from the UK. As word spread round the networks the number of applications increased substantially and the time taken to process the overseas applications increased disproportionately especially as it was often difficult to verify application credentials.

In 2000 a review was undertaken of the grant giving process. That year 251 applications had been received and when it became clear that the costs of administering the grants policy almost equalled the value of the grants given, the trustees decided to change the policy. First, no further applications were accepted from overseas and instead a grant was allocated for educational work in the Diocese of Kimberley and

Kuruman, Oxford's South African partner diocese. The grant, started in 2002, was administered through a small Oxford based committee of people who knew the diocese and the key people within it and was masterminded throughout by Tony Williamson, chair of the Culham Trustees. Allocation was done on a rolling basis in order that coherent planning could take place. When the trusts merged in 2012 the intention was that this grant would continue.

Second, at an individual level, grants were restricted geographically to those living and working within the area of the Diocese of Oxford. Furthermore, each applicant was expected to obtain a reference either from one of the archdeacons or from a senior member of the diocesan education team. As a result, the grants committee almost always had a first-hand reference which drastically reduced the amount of administrative and committee time spent on each application. Corporate grants were also considered but again only from organisations within the diocese and in practice few such applications were made.

### ***Spire Inspection Services***

In 1994 OFSTED began to put school inspection contracts out to tender and newly formed inspection companies could make bids. There was growing anxiety within diocesan education teams and Church schools about the risks of having a Church school inspected by a team that understood little or nothing about the purposes and nature of Church schools. Whilst responsibility for organizing the inspection of RE and collective worship in aided schools rested with the governing body, the inspection of the so-called 'secular' curriculum in Church schools was the responsibility of OFSTED.

As a response to this anxiety a group of southwestern dioceses agreed to work with Culham to establish and manage a Church schools inspection company. Tony Parfitt had recently retired as one of Her Majesty's Inspectors of Schools (HMI) in order to pursue a consultancy career and he was invited to put together a plan for such a company with a view to managing it.

In March 1995 the diocesan directors of education for the dioceses of Bath and Wells, Bristol, Exeter, Oxford, Salisbury, Truro and Winchester along with Culham became the eight directors of the company, John Gay was to be company secretary and Tony Parfitt its chief executive. The company was to:

- undertake whole school inspections of the highest quality
- cover all aspects of the Church of England's schools work
- underpin all its work with Christian principles
- have as its overarching aim the improvement of Church school education
- operate profitably but not have making significant profits as a main aim
- work alongside schools and to be sensitive to the demands which inspections put upon schools.

It was felt that the geographical area of the seven dioceses was large enough to allow for arms-length operations whereby inspectors in one diocese could be used in another one. Also, as in many senses this was a pilot exercise, it was agreed that the company should start small and by undertaking a target of 20 inspections per year it could operate entirely on a sub-contracting basis without a need to become an employer – all



inspectors and others would be self-employed. In 1995 – 96 Spire started with 7 inspections followed in the next two years with 21 and 24. Overall turnover for the three years was just over £500,000.

At their Board meeting on 4th June 1998 directors reviewed the first three years of work and concluded that it had been successful in fulfilling the first phase of its work: “An effective Church school inspection company had been established. Inspectors liked working for the company, schools were generally very satisfied and appreciated the ‘human face’ approach adopted and after the initial cash flow problems the financial situation was a healthy one. Seven dioceses had collaborated with each other at a grass roots level to ensure that the Church school sector was fully represented in the full inspection process.”

Directors then looked to the future. OFSTED had recently introduced new requirements and procedures including passing over to inspection companies the responsibilities for issues such as quality assurance which had previously been undertaken by OFSTED itself. A draft business plan for the future revealed that in order to break even Spire would need to gain at least 200 inspections a year and operate on a very different basis with an office and employed staff. This was considered too great a risk and so reluctantly directors concluded that it was unrealistic to continue trading the following year. Accordingly, it was agreed not to seek any contracts for the following year.

With hindsight the decision to cease trading at that point turned out to be a wise one. The lion’s share of the next round of contracts went to several very large companies. A number of other inspection companies invested heavily in restructuring to meet OFSTED’s new requirements, tendered and then were not awarded any contracts and consequently went bankrupt. Spire, on the other hand, once all costs had been cleared, was able to divide a modest surplus of £12,000 among the dioceses for educational use. The company was left dormant in order to keep the name should a need for it occur in the future.

### ***Culham and the University of Oxford***

Culham began its life as a very small diocesan training college for teachers at Northern House in Summertown in Oxford. But the building and the site did not have any expansion room and so a decision was taken to relocate to a greenfield site at Culham. However, throughout its history as a teacher training college from 1851 to 1979 Culham maintained a strong relationship with Oxford and especially through the diocese, the cathedral at Christ Church and the University of Oxford. In the latter years all Culham’s qualifications were validated by the University and the Bachelor of Education degree was taught jointly by Culham and University staff. More immediately Culham’s newly appointed director had also been on the staff of the Educational Studies Department for the final two years of the College’s life and so when the Trust started to look for its first base it naturally considered Oxford as a possible location.

Discussions were held with the Director of the Educational Studies Department about an association with or even a merger into the Department but eventually the discussions were abandoned on the grounds of cost. The trustees considered the level

of overheads proposed by the University far too high leaving the Trust with a greatly reduced income for spending on its object.

Another possibility was an association with the graduate college of St Cross. One of the founding fellows of St Cross was also the officer responsible for managing the links between the colleges of education and the University and he was keen to bring into St Cross a body working in the area of religion and education. However, there was not the office space available within the St Cross buildings for Culham's needs. Furthermore, having a formal association whilst based in Abingdon was considered too tenuous especially as St Cross's main communal event was lunch which would have meant Culham's director shuttling between Abingdon and Oxford two or three times a week.

However, Culham did establish an operational link with the University's computer centre and this was especially significant in the 1980s for the questionnaire computer analysis needed as part of the Church colleges research project and even more so for Leslie Francis's quantitative research. An 'associate' relationship was negotiated whereby the only applicable cost was for consumables.

Twenty years later, when Culham was reviewing its location and the continuing feasibility of its Malthouse ownership, the then Director of the University's Department of Education, Professor Richard Pring, actively encouraged Culham to move its base into the Department. He planned to re-establish Religious Education as a teacher training and research subject and saw a partnership with Culham as a way of advancing this objective.

Culham's space needs had shrunk considerably as a consequence both of computerisation and of the use of consultants who were primarily home based and so the four offices available in the Education Department were ideal. One of them was large enough for meetings of up to ten people and for larger gatherings departmental space could be booked. There were clearly going to be great advantages of being in a large education department with a wide range of educational interests and facilities including a library. However, Culham needed to retain both its structural independence as a trust and also its separate website and email addresses and so could not be simply absorbed into the Department. Furthermore, should it merge it was likely its income would be subject to a significant university overhead charge. Accordingly, a rolling two yearly leasehold tenancy was agreed.

The advantages to Culham of being housed in the Department were deemed to be much greater than the relatively modest lease and service charge. Given the pressure on space in the Department, it was the help that Culham could give in helping to re-establish and sustain RE, rather than the leasehold income, which justified the relationship as far as the Department was concerned.

Culham moved from Abingdon into the Department in October 2002 and quickly settled into its new home. In terms of getting RE re-established as a teacher training subject, Culham brought with it two assets. First was the national RE Teacher Recruitment Initiative at this stage being managed by Dick Powell. This provided an up to the minute national picture and background. Second was the role that John Gay had taken on as the Church of England's national spokesman for RE. Part of this role involved six monthly

meetings with the head of the Teacher Training Agency [TTA], Ralph Tabberer, which had been brokered and were attended by the Bishop of Portsmouth and Canon John Hall [respectively the chair of the Church of England's board of education and its chief education officer]. Whilst the purpose of the meetings was to explore ways of improving RE recruitment nationally, it transpired that Ralph Tabberer was particularly enthusiastic about plans for RE's re-establishment at Oxford and wrote to the departmental director accordingly. This letter was to be most useful in subsequent negotiations with the university.

Two obstacles had to be overcome. The first was that the University had introduced a cap on overall graduate numbers. Education as a whole was based in the social science division and therefore support from the faculty of theology being in the humanities division was of limited help. So when it came down to 20 postgraduate certificate of education [PGCE] students on a break even financial basis versus 20 master of business administration [MBA] overseas students bringing in large fees, the playing field wasn't exactly level.

The second obstacle was securing the promise of 20 college places for without these a new course could not go ahead. The appropriate tutors in the colleges which admitted undergraduate and/or graduate theology students were approached as well as the permanent private halls undertaking ministerial training. Although a number of offers were made, some were clouded by conditionals, and it looked as if the target might well not be reached. At their June 2004 meeting the Culham trustees discussed the possibility of the creation of a new permanent private hall primarily for education students. However, it was recognised that this could take several years to achieve and that whilst it could be a longer term possibility for the Trust, it would not solve the current problem of college places. So the hunt went on.

At a review meeting in 2006 with the new chair of the social science division, the departmental director John Furlong and John Gay were unexpectedly informed that the numbers and the college places had been fixed and the new course could go ahead – exactly how this was achieved was never fully explained!

Later that day the TTA was informed and by return came the news that it was too late. The allocation of training numbers for the coming year had already been made and set in stone. Following a flurry of phone calls, the next day John Furlong and John Gay met with the key TTA officers in London and an additional 20 places were found from an 'innovative course' category and so a few days later a proposal for such a course was presented jointly by the Department and Culham, agreed and the contract signed. A bonus was an extra financial allocation for the innovative elements.

A tenured University Lectureship in Education [Religious Education] in association with a fellowship at Harris Manchester College was agreed, advertised and Professor Terence Copley was appointed. He was to bring with him a substantial experience in RE teacher training and in research from his time at the University of Exeter. The one snag was that the funding came with the students and so, unless an alternative could be arranged, lecturer and students would both start on the same day. Yet a new innovative course had to be devised in detail, course applicants interviewed, school mentors found and briefed and other start up issues explored and resolved. In order to break this Gordian

knot, Culham made a donation to the University to enable Terence Copley to be employed from January 2007 for a course start in September. The university subsequently awarded him a personal chair and later he was further awarded an honorary Lambeth doctorate of divinity by the Archbishop of Canterbury.

A second post for a five year duration to assist with the teacher training and research was funded by the Farmington Trust and Dr Janet Orchard was appointed. An additional half-time three year senior research fellowship was created with resourcing arranged by the Revd Dr Ralph Waller through Harris Manchester College and through donation assistance from Culham and Dr Michael Grimmitt was appointed. So from having no RE prior to 2007 there was now a staffing complement of 2.5, 20 teacher training students in course, several potential doctoral students in the pipeline and active plans for new research projects.

On June 4<sup>th</sup> 2008, preceded by evensong in the cathedral and a drinks reception hosted by the Dean of Christ Church, Culham held a celebratory dinner in the Old Divinity School of the Bodleian Library to mark the re-establishment of RE at Oxford. Among the 90 guests were the current RE interns and some of their mentors, Culham trustees and staff, departmental staff and a range of the 'great and good' from Oxford and further afield. As well as being a celebration, the event was also to help cement RE into the University and to underline Culham's role in achieving RE's re-establishment.

During that year Terence Copley was taken ill and so Janet Orchard took over responsibility for the PGCE course, assisted by Michael Grimmitt. Despite hopes that Terence might have been able to return on a part time basis to undertake research, sadly this did not happen and he later died of cancer. The university lectureship was subsequently advertised and Dr Liam Gearon took up post in September 2010. He has been assisted by Dr Nigel Fancourt who has held a departmental post and to whom Culham gave grants at an earlier stage towards his doctoral work. Although the original contract with the TTA was for a three year innovatory programme for the RE PGCE, the course was 'mainstreamed' in 2009.

In September 2009 a research forum for religion, philosophy and education was established in the Department and for the first two years it was managed from the Culham office. In January 2010 James Robson, Culham's project officer, having worked closely with Tony Parfitt on various projects in the general field of RE and ICT, and specifically on REonline, embarked on a doctorate in the department. The earlier need to move Michael Grimmitt onto assisting with the PGCE course meant that although he found the time to undertake the research for and write a book on RE and Community Cohesion, the more substantial development of research in RE inevitably faltered. Given the importance attached to research in a world class university and the value of research in underpinning practice, the re-engagement with this dimension of RE at the department was in train at the time the Culham Trust closed in 2012.

### ***Finance***

The Trust began work in 1980 with a capital of just over £1 million being the sale proceeds of the college site at Culham. By 1983 when the remaining college houses had been sold, the capital had risen to £1.123 million and in addition there was an

accumulated income of £411,000 on account of the Trust's work still being formulated and developed. An under-spend had been considered both prudent and inevitable.

During the course of the next 30 years accountancy definitions of what was capital and what was income, either accumulated or annual, changed at least twice and so exact comparators across time were not easy to calculate. Additionally Culham was bringing in external income from other sources as part of its collaborative approach to project work. Furthermore, what became known as the 'total return' whereby some of the income was ploughed back into capital in order to maintain its purchasing power especially in times of high inflation, and the rest of the income was available for furthering the objects of the trust, meant that earlier definitions of 'income' which failed to include the plough-back are slightly misleading.

In terms of running the Trust, trustees needed to be clear as to the annual level of income available for expenditure and also that the capital was being grown sufficiently to sustain or even grow the level of future income. Additionally, as Culham was an employing authority, the trustees needed to ensure they had a sufficient reserve to meet their employment and project responsibilities and this was usually interpreted as being at least one year of projected expenditure. Therefore, for comparison purposes the 'total funds' for each year has been used and this is made up of endowment capital, unrestricted funds which are largely the draw down income from the capital, and restricted funds which are largely external income given for particular projects.

Total funds started at £1.236 million in 1980 and had risen to £3.163 million by 1990 and £7.392 million by 1999. In 2000 the Malthouse was sold and as this asset had never been rolled into the value of the earlier total funds, the figure now jumped to £8.207 million. The turbulence in the financial world during the 2000s saw total funds plummet to £5.493 million in 2002, rise to £8.665 million in 2007 and settle at £6.470 million in 2011 just before the merger.

Despite the various turbulences in the financial world, the relatively cautious investment policies adopted by the trustees meant that the annual income level from investments escaped the worst of the seesaw effects. In the 1980s income rose steadily from £121,000 to £180,000; during the 1990s was regularly between £200,000 and £220,000; between 2000 and 2004 was between £225,000 and £250,000 and then for the rest of the 2000s was between £325,000 and £365,000.

Total income from all sources oscillated much more depending on the level of external work being undertaken through the Institute. Until 1988 the figure remained at under £200,000 per year but with the advent of the collaboration with the Jerusalem Trust the income passing through the books rose substantially. Thus in 1991 it was £364,000 rising to £519,000 in 1994. During the rest of the Trust's life total income never fell below £410,000 and in 2007 peaked at £581,000 settling at £481,000 in the year before the merger.

The complexity of the financial management increased substantially from 1989 onwards when the Institute first started developing its collaborative work with other trusts and organisations. During the whole of this period Culham was extremely fortunate to have its work financially overseen by three chartered accountants who

were fully committed to the projects being undertaken and saw their roles as essentially enabling ones. Without the active support and financial expertise of Peter and Brenda Duffell it is unlikely that the collaborative St Gabriel's Programme would have lasted as long as it did and achieved as much as it did. At the Culham end, Geoffrey Paine was always a tower of strength and ensured that the financial systems supported rather than hindered the project work being undertaken. As the Institute's work expanded and the range of collaborations grew, his fellow trustees were greatly reassured by Geoffrey's role and indeed for much of the period he was the vice chairman of the trust. As the former senior partner of Wenn Townsend, the accountancy firm engaged by Culham, he was also able to ensure that the annual statements of account were in a form that could be fully understood by all.

### ***Culham Educational Enterprises***

In February 1997 the trustees established a trading company, Culham Educational Enterprises, as a wholly owned subsidiary of the Trust. The company's origins grew out of the need to handle income generated from the sale of videos and CDs produced as a result of projects funded by the Jerusalem Trust. It was felt that having a separate trading company would keep such income separate from the charitable purposes of the Trust and also would provide a transparent account to the Jerusalem Trust. Profits generated through the company were to be covenanted back to the Trust for enhancing Jerusalem funded projects.

There were modest profits from the BBC co-productions, sales of the RE Directory and a couple of later DVDs and more substantial ones from the Channel 4 co-production *Dottie and Buzz*. In 2010 Enterprises started to be used also for handling income and expenditure relating to the on-line RE Subject Knowledge Booster course. Although the turnover now was much higher it still fell well within the VAT threshold, which was a clear policy aim as the directors had no wish to embark on the complexities of a VAT operation.

## 2. The Culham Institute

### 1981 – 2011 – thirty years of work

In 1981 the foundations of the Institute were put in place. Established as an integral part of the Trust's work and managed by a committee of the Trust, the Institute at first deliberately kept the College title as a symbol of continuity. It did however sometimes lead to confusion as for some it implied that Culham was still a teaching institution and eventually the word 'College' was quietly dropped from the title.

Initially the trustees invited a number of educationalists and others to join the Institute's management and development board but when the Trust's solicitor reminded that only trustees could manage their own activities, an advisory council was quickly formed and the invited people were transferred from the board to the council. The council then met every 6 – 12 months as a formal body but the members were regularly consulted and gave help and advice at an individual level outside of the meetings. For a newly established organization all this support was vital. The council continued to meet until 1992 when it was decided that a formal structure was no longer appropriate and council members' time was better spent giving individual advice rather than in attending meetings.

During 1981 the Director of the Bloxham Project, Alec Knight, visited to discuss the possibility of the project being based at Culham. In principle the link with a compatible organization working across the independent school sector seemed a very good idea and John Gay had already been working with the project through his membership of its RE working party which produced *Heirs and Rebels*. However, Alec's successor, John Mott, was keen to stay located at Bryanston where he had been previously teaching and so the plan was dropped..

Suggestions from within Oxfordshire that an RE resource centre should be opened in the Malthouse were carefully examined but rejected on several grounds including the lack of parking and the difficulty of staffing an open access arrangement for the building. A further suggestion from similar sources that Culham might hand over all its financial and other resources to Oxfordshire for a major in-service training programme was also rejected.

At an administrative level Culham became a member of the Universities Superannuation Scheme and indexed its salary scales and also where appropriate its conditions of service to those in the University of Oxford. The intention behind this was to save the trustees from having to work out everything ex nihilo. In order to be able to publish its material professionally, the Institute registered as a publisher and was given its own ISBN number.

A final act of transition took place on 26 September 1981 at a special dedication service in the cathedral at Christ Church attended by over 600 former students and staff. A plaque commemorating the life and work of the College was unveiled in the cathedral cloisters, two chalices and pattens from the college chapel were formally presented each to the Vicar of Abingdon and to the Head of the European School on permanent

loan for continuing use, and the Bishop of Oxford asked for God's blessing on the future work of the new Trust.

The inevitable legal and financial complexities involved in creating the new Trust coupled with the extensive building works in the Malthouse meant that by the start of 1982 the staff still consisted of only the Clerk and Director and their secretaries. However, they were joined in April by the Revd Dr Leslie Francis. A national seminar on research on Church schools was subsequently held at King's College London and the outcomes widely disseminated to all diocesan directors of education and others interested in Church schools including a number of MPs. Also planning work started on the Church colleges research project and so by the end of 1982 the Institute's work was finally under way.

1982 also saw Culham embracing the advent of new technology through the purchase of one of the recently launched Philips word processors. The cost was high but it did away with copy typing, carbon paper and correction fluid and enabled the in-house production of quality reports and newsletters and the layout of questionnaires.

In 1983 Culham produced, in collaboration with the Diocese of Oxford, a discussion booklet *The debate about Church schools in the Oxford Diocese* and 2,000 copies were distributed both nationally and within the diocese. This publication coincided with John Gay becoming the diocesan representative on Oxfordshire's education committee and also the chair of the working party which established the jointly managed Church of England/Roman Catholic Upper School of St Augustine in Oxford City. Further occasional papers were published during the decade on aspects of research being undertaken.

On his arrival at Culham, Leslie Francis hit the ground running and his research and his prodigious publication output began. Some of his results and conclusions did not always endear him to those running the Church school system and especially when they led to headlines in the mainstream and Church press. In particular his book *Partnership in Rural Education* led to a temporary rift with the Church of England's national board of education and it was Culham's independence from the national structures which enabled the work to continue. This meant of course that Culham had to internally quality control and monitor its work and public statements very carefully to ensure it could mount an appropriate response to any external misgivings. Culham's position was somewhat anomalous in that it shared the freedom of academic institutions to publish without fear or favour and yet at the same time it was rooted in the Church of England and had no wish to cause unnecessary upset or damage to the Church. This has always been a tension that has had to be handled sensitively, robustly and creatively.

By 1984 the Institute's project work was in full swing and when the trustees came to review the original five year life of the Institute, they decided to extend it for a further seven years and also put in place a rolling plan for a review every two years. This plan was considered vital for staffing stability and project management continuity.

The rest of the decade was one of steady growth in terms of projects and consolidation at administrative and housekeeping levels. Maintenance and improvement work on the Malthouse continued and much of the ground floor space was let out. The diocesan



board of education explored the possibility of moving to the Malthouse but eventually decided that not being in Church House risked the 'out of sight, out of mind' syndrome setting in.

In 1990 a new integrated computer network was installed throughout the offices in the Malthouse which was part of the Trust's on-going policy of ensuring that its work benefited from the latest advances in technology. A small locally based computer management company *Riverbank* was engaged to undertake the installation and has successfully looked after Culham's network ever since. The trustees took a clear view that it was more effective for Culham to work with a similar scaled organization which shared similar working values. This was enhanced by the subsequent marriage of *Riverbank's* managing director to one of Culham's research officers! By 1990 Culham's own space needs had grown and so some of the previously let ground floor was reclaimed.

In May 1991, Culham held a 10<sup>th</sup> anniversary celebration at the Malthouse. Later that year Doug Givens, the Vice-President for Development at Kenyon College in the USA, spent a term's sabbatical at the Malthouse. The first half of the 1990s focussed very much on the development of the collaboration with the Jerusalem Trust and the growth of the St Gabriel's Programme. Culham's work was attracting national attention and in February 1993 John Patten, who was then Secretary of State for Education, paid a private visit to the Malthouse to be briefed about Culham's work and to discuss RE issues with John Gay. The following year he came on an official visit.

Internally, the final Principal of the College, Steve Denny, became chair of the Trust in 1992 but had to resign on health grounds the following year. His predecessor as chair, Mary Price, similarly had to resign as a trustee in 1994. Linda Youthed retired as Clerk in 1994, became a trustee and then chair of the Trust in 1996.

The Malthouse had been a great place to work and the centre of Abingdon was a lovely location but by 2000 it was time to consider changes. The arrangement agreed in 1980 was that Linda Youthed was to be Clerk to the trustees and John Gay Director of the operational Institute. They had worked very closely together in the college days, had adjacent offices and also both lived on campus and so knew that they could work together on a parallel responsibility basis for the new Trust. However, when Linda retired as Clerk it was almost inevitable that it would be very hard to replicate the arrangement.

During the intervening years the Institute's modus vivendi had changed very significantly and the existing structures were becoming less fit for purpose. The day-to-day managements of the Trust and the Institute were getting confused and a small core staff could not provide the range of skills and expertise needed.

Accordingly, after a period with a new Clerk, the trustees decided to bring the Trust and the Institute together under one management structure and subsequently to move their base from Abingdon to Oxford. Two of the staff decided for reasons of distance not to move to Oxford, three posts were declared redundant and so in October 2002 the Director and three colleagues moved into offices in the education department of Oxford University. Additionally, there were two core senior project associates who worked

from home but attended fortnightly all-day team meetings in Oxford. Culham also greatly expanded its network of other consultants and of partner organisations with which it collaborated. This method of working continued through to 2011.

In 2002 it was decided to drop the word 'college' from the Institute title. The original decision to call it the Culham College Institute was to stress the continuity with the old teacher training college which, in the period immediately following the closure, was considered very important and necessary. However, with the passage of time this became less so and with the imminent move to Oxford there was a clear need to ensure that there was no suggestion that Culham was still a teaching and residential organization.

From 2009 onwards Culham's project work focused largely on the St Gabriel's Programme, REonline, the collective worship website and the other Culham websites and on trying to develop the plans for a national centre for RE.

During 2010 and 2011 a considerable amount of energy was taken up with the plans to merge Culham and St Gabriel's and with the need to find a successor to John Gay. In January 2011 the trustees reviewed how the various projects were managed and the principles underpinning the management methods prior to a merger with St Gabriel's and a change of director. Dr Mark Chater succeeded John Gay in October 2011 and the two trusts merged in June 2012.

## **Church colleges research**

Having fought and lost a battle for the College's survival in 1976, it was not surprising that in looking to the future the college governing body saw the new Trust continuing aspects of the old college's *raison d'être*. In particular, governors were clear there needed to be a more robust rationale for and presentation of the Church of England's continuing role in higher education – something they felt was lacking in the 1970s during the crisis times for the Church colleges. Accordingly, they encouraged John Gay to enrol on Oxford's newly launched MSc in educational administration in order for him to undertake a systematic review of the international literature and research on the Church in higher education. The resultant publication, *The Christian campus? The role of the English Churches in higher education* [1979], was to form the backcloth for the subsequent Church colleges research project.

### ***The Church colleges research project***

The time leading up to the DfE's decision to close Culham was a turbulent one for the Church colleges. Mrs Thatcher's famous white paper *Education: a Framework for Expansion* turned quite quickly into a blueprint for contraction. Furthermore, small monotechnic teacher training colleges were seen as being no longer fit for purpose. Putting teacher training into large multi-functional polytechnics and universities was seen as being much more appropriate professionally in that trainee teachers could now have their horizons broadened through mixing with others such as engineers and business studies students. The new system was also felt to be more efficient

managerially in that numerical ebbs and flows in the need for new teachers could be absorbed within a larger organization.

So the writing was on the wall for the Church colleges and some closures and mergers were inevitable. However, the Church of England was caught short and when invited to come up with a coherent plan for its colleges which took account of the realities, it singularly failed to do so. The result was that the emergent pattern of survival, closure or merger was decided externally with little central Church input and the colleges were picked off one by one. In the case of Culham and All Saints Tottenham, the colleges were set against each other and the Church's board of education was invited to pull the trigger on one of them. For various reasons the DfE felt it would have a greater difficulty in closing Culham but that the Church's board would do so in order to keep an urban college which the DfE was already planning to close and merge into Middlesex Polytechnic. In the event the board decided to keep Culham but it was quickly overruled and both colleges were closed. So much for partnership between the church and the state.

The Culham trustees, mindful of these events in the 1970s, decided that an immediate priority was to undertake some research and reflective work on and with the surviving Church colleges and hence the Church colleges research project was started.

The processes surrounding the 'rationalisation' of the colleges in the 1970s were such that little time or energy was left for longer term analysis or strategic planning. Among those colleges which did emerge intact, continuing survival was a top priority. Energies were spent in major diversification programmes, course validation exercises and coping with the tightening financial context.

Increasingly colleges were finding that external demands, often changing and sometimes contradictory, and growing constraints were limiting their room for manoeuvre and many staff felt that they were helpless pawns in a national chess game for which the rules kept changing. It was an ongoing concern for staff to ensure that the students they were teaching continued to get a proper education and so many decided to concentrate on this prime task rather than worry too much about external events over which they had no control.

During the 1970s, questions started to be asked as to the continuing role of the Anglican college sector. The old manpower link between the colleges and Anglican schools was now relatively tenuous [in contrast to the link between the Roman Catholic colleges and their schools]; many of the students attending the colleges did not appear to have the religious motivation of earlier generations; the structures and processes of the colleges seemed to have become increasingly secular and, above all, the need for teachers was deemed to be decreasing so that the colleges were being encouraged to move into new and untested activities which appeared to be less clearly related to their foundation purposes. In short, many people in the educational system, in government, in the Church and in the colleges themselves began to wonder whether these colleges really did have a viable future.

One of the fundamental problems in trying to assess the potential of the sector had been the relative lack of information about the colleges. Indeed, in England higher education

institutions, which developed a large research industry looking at schools, had been remarkably reticent about looking at themselves. This contrasted very much with the position in the United States.

When the Anglican college sector was being re-formed in the later 1970s, those in the system were conscious of the extremely slender research and information base which was available to them. Hunch had to replace evidence and this was not a strong foundation upon which to base argument and strategy. When the dust began to settle, John Gay took a sabbatical in order to develop some research work on the colleges. The published report highlighted the lack of contemporary research evidence about the English scene and much of its work on college processes was drawn from American sources.

It was felt that evidence about the English scene was needed and an initiative was taken by St Martin's College, Lancaster, resulting in a one year pilot study on the role of the Church colleges looking particularly at St Martin's. This work motivated thinking on the need for a more broad-based study looking at the Anglican colleges as a whole, and it was recognised that such a study could only be credible if the project was housed and carried out by a neutrally located and appropriate research institute.

During 1981 discussions began between Culham and the colleges and eventually a project was agreed. Originally it was hoped that the work might be undertaken on an ecumenical basis involving the Catholic and Free Church colleges as well. However, it was recognised that a wider project of this nature would take a great deal longer to establish and that it would be more prudent to start from an Anglican base.

Twelve of the thirteen remaining Anglican Church colleges in England and Wales agreed to participate in the project and it was a main principle that the work should be done on a collaborative basis. Each college agreed to contribute some finance and also provide a college representative who would be part of the wider research team. Culham supplied the remaining 80% of the funding and so the autonomy of the research team based at Culham was fully safeguarded. A third partner in the project was the Church of England board of education, largely operating through its colleges officer. Essentially, therefore, what was established was a collaborative project in which the institutions being researched took an active part in the work, but in which the objectivity of the project was ensured by the autonomy of the small research team based at Culham which undertook most of the work.

The core Culham team consisted of John Gay; Brian Kay, formerly HM Chief Inspector responsible for teacher education and research, George Perry, formerly tutor in the sociology of education at Oxford, and Diana Lazenby, a former RE teacher who managed much of the day-to-day work of the project.

The project took as its key question 'What justifications can validly be put forward for the retention of the Anglican colleges in the 1980s and beyond?' This was not a research question which could be answered solely in empirical terms as any discussion about their future validity involved a theological element as well.

Whilst the state might well not be interested in the theological arguments, the Church certainly should be and accordingly a theological critique group was established and perhaps not surprisingly concluded that there was a good measure of theological validity for the colleges. However, this view was robustly supported by many of the clerical and lay respondents to the empirical survey as well. Indeed, it was widely recognized that without a strong theological rationale, Church support for the colleges would have been little more than a vague and nostalgic feeling of obligation resulting from a long historical association.

The empirical study used a cross-sectional approach and there were two main constituencies surveyed. The first were several groups external to the colleges who were asked what they thought the colleges should be doing, together with their assessment as to the extent to which they thought the colleges were successfully doing them. The project also looked at the extent to which these expectations were shared by the colleges themselves and whether they saw their role in the same terms as the external groups. A further aspect related to the extent to which there was a consensus within the colleges among staff and students as to the purposes of the colleges.

Initial work involved analysing the current literature about the colleges and the statements they had made about themselves. Focus groups were also established to test out conclusions from the literature and also drafts of the research questionnaires.

Within the colleges, questionnaires were sent to all the principals, academic staff, third year students, one-year PGCE students and first year students at their point of entry. In terms of the external groups, three categories were approached, namely;

1. Those seeing the colleges primarily from an Anglican point of view but normally without a professional knowledge of education. It was felt the General Synod was ideal for this purpose and so questionnaires were sent to each member of the houses of bishops, clergy and laity.
2. Those with a similar Anglican orientation but with a professional knowledge. Accordingly, questionnaires were sent to the members of the Church's national board of education, to diocesan directors of education, principals of theological colleges, head teachers of Anglican aided secondary schools and a sample of heads of similar primary schools.
3. Those with a professional knowledge of education but not necessarily having any Anglican background or interest and so questionnaires were sent to the head teachers of the schools used by the colleges for teaching practice.

In all, 7,600 questionnaires were sent out during the academic year 1983 - 84 and a very high overall response rate of 69% was achieved. The lowest rate, not surprisingly was 52% for the one year PGCE students whereas the General Synod's was a high 82%. Not all the respondents were in a position to answer the questions as in some cases they felt their knowledge of the colleges was too slender and so the eventual percentage of questionnaires which could be fully analysed dropped slightly to 66%. Interim reports were published on the findings and conclusions in relation to each of the constituencies and circulated as internal drafts round the focus groups and eventually made more widely available along with the final report [These interim reports are separately available in the Oxford Research Archive].

This statistical analysis was complemented by an analysis undertaken by Brian Kay of a series of documents provided by the colleges themselves including prospectuses, job specifications and course descriptions over several years and also the published histories of the colleges where available. He also visited each of the colleges towards the end of the research and spent 24 hours meeting groups of staff and students as well as the principals and other key figures within the colleges.

The final report *The Future of the Anglican Colleges* was press launched at Church House Westminster on 22 May 1986 by the Bishop of London as chair of the Church of England's board of education. The launch was attended by virtually all the college principals and a powerful endorsement of the research and its findings was given in a speech by Professor Gordon McGregor [Principal of Ripon and York St John] on behalf of the Council of Church College Principals of which he was chair. Press interest was substantial.

The main conclusions arising from the research were:

*The colleges' role: objectives and priorities*

1. All groups, apart from first year students, were asked to assign a level of priority to a number of possible objectives for the Church colleges. These objectives were drawn largely from material written by or about the colleges.
2. The analysis looks at areas of consensus and mismatch.
3. Overall, a clear set of expectations emerges about the role of the colleges.
4. A major expectation shared by all groups is that the colleges should be pre-eminently concerned with their traditional role of teacher education. This objective stands above all others in importance.
5. There is little expectation that colleges should give priority to the training of teachers for Anglican schools. College staffs and students in particular give this very low priority.
6. The outside Church-based groups see colleges as having a major role in equipping their students to make a major contribution to RE teaching. College-based groups give this a low priority. This is a serious mismatch.
7. There is some diversity of expectation over the priority which should be given to fostering a sense of vocation and Christian attitudes towards future professional roles. Colleges rate this less highly than some outside groups.
8. Students, staff and Church-based groups see welcoming students from overseas countries as important.
9. There is little enthusiasm among any of the groups, apart from students, for providing training courses for work with the socially deprived or handicapped.

10. Several college staffs and student bodies give high priority to diversification into training for the caring professions. Most outside groups give this low priority.
11. There is a general feeling that the college should not be linked to Church-related needs.
12. There is a strong overall expectation that the colleges should be recognisably Christian institutions with worship at their centre and a concern to create a community based on Christian principles and to communicate Christian values.
13. The outside Church-based groups see the colleges as having an important role in relating Christian insights to the curriculum. College based groups, and especially the staff, give it a low rating. This is a significant mismatch.
14. There is little encouragement, except from students, for diversification into areas of study not provided by universities or polytechnics.
15. There is a general feeling that colleges should not discriminate positively in favour of the disadvantaged.
16. The colleges see themselves as having an important role to play in meeting local needs. This is not recognised by the Church-related groups.
17. Overall, the three major expectations which emerge are that the colleges should:
  - i) be pre-eminently concerned with teacher education;
  - ii) be recognisably Christian institutions;
  - iii) as far as the outside groups are concerned, have an important role in RE training and in relating Christian insights to the curriculum.
18. Although the colleges have diversified substantially, the education and training of teachers remains their largest contribution to higher education.
19. The principal justification for the Church colleges is that they are fully effective places of HE; the Christian context that they provide is a unique and important further contribution to that education.

*The colleges: are they distinctive?*

1. There is an expectation amongst all the groups consulted that the Church colleges should be distinctively Christian.
2. In a formal sense, colleges are Christian foundations and a relatively high proportion of their staff and students are committed Christians.

3. Relatively high proportions of staff consider that their colleges are giving priority to objectives linked with Christianity, but there is wide divergency between colleges.
4. In most groups consulted a relatively high proportion considered the colleges successful in providing opportunities for worship, in providing a supportive environment for Christian students and in creating a community based on Christian principles. They considered them less successful in influencing students' attitudes directly.
5. A majority of most groups consulted consider that colleges can still fulfil a distinctive role despite increasing government intervention.
6. A slightly smaller majority consider that the Anglican colleges have not become so secularised as to be no longer distinctive.
7. Teachers trained in Church colleges as a group are not seen as distinctive by any of the Chief Education Officers [CEOs] consulted or by more than a minority of the heads of schools used for teaching practice.
8. No clear view of the distinctiveness of colleges emerged from the heads of teaching practice schools. The qualities they associate with the colleges are consistent with their Christian role but not unique to it.
9. The group of local authority Chief Education Officers saw voluntariness as the most important quality of the Church colleges.
10. The majority of staff agreed in the defining criteria of distinctiveness but considered that many of these were not satisfied within their own colleges.
11. Nearly 45% of the staff, however, considered that their college was distinctive in important respects. Most saw no change in this, but some thought the colleges were becoming less distinctive.
12. The colleges appear to have a distinctive atmosphere, to give a special role to the chaplain and to have a special relationship with their neighbourhood. There is considerable variation from one college to another.
13. The distinctiveness of the Church colleges depends not on any one piece of evidence or any one criterion, but on a spectrum of shared characteristics which themselves are not haphazard or accidental but purposeful and the outcome of deliberate policy.
14. Most groups consulted would like the colleges to be more rather than less distinctive, especially in relating Christian thought to their academic and professional programmes.



15. Anglican colleges show much internal cohesiveness; there is a high level of agreement among staff and students about the values to which the institution should be committed.
16. The values of the Church which founded the colleges support such aims as academic excellence, professional commitment, the development of a sense of vocation, good human relations, pastoral care and guidance.
17. Given all the above, one would expect the prevailing ethos of the colleges to influence students, especially those who are already committed Christians. There is some evidence from our study that this is happening at any rate with a significant proportion of students.
18. The great majority within all the groups outside the college whom we consulted about the future of the colleges stated their opinion that the colleges should continue as institutions outside the main structure of maintained higher education, receiving central church support.

The national report was concerned with the Church colleges as a whole and great care was taken to ensure that no individual college could be identified within the report itself. However, it was obviously in the interests of each college to know how their position compared to others and therefore each college was given a copy of its own anonymised results from the first and third year student survey and the staff survey in relation to the overall position for the colleges as a whole. Clearly open-ended responses from the staff questionnaire were handled with great sensitivity!

There were two immediate and substantial practical outcomes, both relating to the clearly identified mismatches in expectations between the outside groups and those in the colleges themselves. The first was the level of priority that should be given to the training of teachers capable of teaching RE. The outside groups rated this as a high priority whereas the colleges rated it much lower. Given that by the 1980s the large majority of the student teachers in the colleges were training as primary teachers and would be expected to teach RE along with the other curriculum areas, this mismatch was somewhat embarrassing. Accordingly, the Council of Principals established a national working group to investigate ways of improving the position. Chaired by Ruth Ackroyd [head of RE at Chester College] and with a representative from each of the colleges [along with the colleges officer Michael Chater and John Gay], it met over a period of several years and undoubtedly led to the colleges giving RE a higher profile – at least during the period the group was meeting.

The second outcome was the establishment of the Engaging the Curriculum Project – see pp 76 - 78 for further details on this project and also for work on the Church colleges undertaken through the Programme including:

- Seminar for theologians and other RE professionals
- Church colleges certificate
- RE in the Church colleges
- Open learning in RE.

In 1995 John Gay was asked by the Bishop of Chester to undertake a review at Chester College of its chaplaincy arrangements and of how these related to the wider issues of Chester as a Church of England college. This involved two days of private interviews in the college and then writing a general open report for use within the college as a whole and with some further conclusions and recommendations restricted to the bishop as chair of the governors.

### ***Trinity College Carmarthen***

When the research project reported, Trinity College Carmarthen was concerned that their situation had changed very substantially since the project started and in the words of their Principal 'they had pulled themselves up by their bootstraps.' They wished therefore to have their student and staff questionnaires re-run and a special report written on and for them. Culham was commissioned to do this during the academic year 1985 – 86 and the research was undertaken by Diana Lazenby.

The same methodology was used as for the main study except that as the college was officially bilingual there had to be Welsh versions of the questionnaires available as well as English ones. This led to two interesting problems. First, the length of some of the Welsh words and sentences were different to the English ones and so the questionnaire layouts had to be adjusted. Second, as some of the questions required written answers, a translator local to Abingdon had to be found. However it was agreed that the final report could be solely in English with just a Welsh translation of the summary.

The main findings were:

1. Nearly half the students were Welsh speaking and there was a growing commitment within the college to develop its Welsh aspects – a commitment shared by students and staff alike. Many of the non-Welsh speaking students wished to learn Welsh as a second language and among the staff Welsh priorities were seen as central and especially the training of teachers for Welsh bilingual schools.
2. Both staff and students showed a high level of religious commitment and attendance at services when compared with the general population. The high levels of staff religious commitment and the work of the chaplaincy were seen as central to the role of Trinity as a Church college.
3. Many students, when applying to higher education, were influenced by the good academic reputation of Trinity and for half of the students it was their first choice.

The report was launched at a press conference at the college on 17<sup>th</sup> March 1987, chaired by the Archbishop of Wales, at which the Culham team presented the findings. The college was pleased with the outcomes and obtained some positive press coverage as a result. The Archbishop gave a good rallying address but the only disconcerting aspect of his bilingual approach as far as the Culham team was concerned was that all the audience laughs arose from the Welsh sections!

### ***Four related studies on the Church colleges***

During the 1980s four related smaller scale studies were undertaken and published externally. The first examined the question of religious bias in higher education as part of a wider national study entitled *Is higher education fair?* The study concluded: "In

general terms higher education in Britain is biased against religion. With the partial exception of a handful of universities and the Church-related colleges of the third sector, most of the structures of higher education maintain a neutral stance towards religion. However, the processes of higher education, whether intentionally or otherwise, exert strong anti-religious pressures.” (Gay 1981 pg 159)

The second study was undertaken in 1984 by John Gay and John Wyatt - a former Principal of Culham who was at the time Director of the West Sussex Institute of Higher Education which was a federation of a Church and a local authority college. The study examined the educational effects of different sizes and types of academic organization and was undertaken partly because the Church colleges had frequently argued that small size was important for developing and maintaining their distinctive ethos. The research used case studies based on Culham, the West Sussex Institute and a theological college and related the studies to the wider literature on higher education processes. Reading the article again after thirty years and in the light of current work being undertaken on the Church universities, *plus la change, plus la meme chose* springs to mind.

In 1988 Wyatt and Gay collaborated again in a study looking at the role of the residential theological college in the initial education and training of Church of England clergy. Whilst the ‘priestly formation’ function of the colleges was unique, some of broader issues relating to the effects of a residential experience related very closely to those found in the colleges of education. It was felt that because such a high premium was placed on the residential experience within the theological colleges, these made valuable case studies for considering the effects of the residential experience in higher education more widely. Whilst plans to take the research into the broader context got swamped by other priorities, nevertheless this first study identified important pointers for future work.

The fourth study was of the role of the Churches in the training of teachers in England and Wales. Undertaken by John Gay and published in 1988 as part of a wider review of Christian education in an increasingly pluralist society, it provided an opportunity to relate the findings of the Church colleges research project to the on-going futures of the institutions with the evolving higher education context.

### ***A federal Christian University of the North?***

The colleges were to feature next on Culham’s agenda in 1997. Ron Dearing had been asked by the government to undertake a major review of higher education and to make recommendations about future directions and strategies. Inevitably this was to include the Church colleges. Whilst the colleges individually and also collectively through the meetings of the college principals would be making representations to the review there was also an expectation that the Church’s board of education would be similarly involved. The Bishop of Ripon, David Young, was chair of the board at the time but there was no longer a fulltime colleges’ officer to assist him. Speculation was rife about closures, mergers and federations and there was inevitable concern that further Church colleges might be lost if merged into larger secular combinations.

David Young's Roman Catholic national counterpart David Konstant also happened to be his local counterpart as Bishop of Leeds and so they knew each other and worked together well. David Young had already approached Culham for a briefing about its earlier work on the Church colleges and suggested that John Gay might be able to act informally as an adviser to him. In discussion the possibility of establishing a federal Christian university of the north emerged as a front runner. This was seen as a way of generating economies of scale and at the same time enabling the retention of a Christian character.

In all, five colleges would have been involved and the governing body of each was chaired by a bishop – Chester [Michael Baughan, Bishop of Chester], Liverpool Hope [David Shepherd, Bishop of Liverpool], Ripon and York St John [David Young], St Martin's Lancaster [Alan Chesters, Bishop of Blackburn], and Trinity and All Saints Leeds [David Konstant]. The bishops were all in favour of the plan and furthermore Professor Alan Wilson, the Vice Chancellor of Leeds University, was clear that he could organize a validating consortium with his opposite numbers at Liverpool and Lancaster to get the federation off the ground.

The proposal was put by David Young to Ron Dearing who was very positive and said that he would incorporate the plan into his overall recommendations if the two Churches could deliver the agreement of the colleges themselves. After a number of internal meetings, a final one was eventually held at Whalley Abbey on a very foggy December day in 1997 attended by the bishops as chairs of governors and also by the college principals. One by one, four of the five principals spoke of their support for the plan in principle but then voiced reasons why for their particular college the timing was not quite right and that there were delicate local discussions in progress which made other configurations rather difficult for them. So by lunchtime the fog had closed in on the project and the bishops tacitly accepted that it was dead in the water and accordingly Ron Dearing was informed.

Why did it fail? With hindsight it appears that there were three reasons. First, the principals were right in voicing their concerns about the risk of it impacting on their local negotiations. Why jeopardise these for something unknown and untried? Caution was the order of the day. Second, the plan was radical as there were no immediate models in place elsewhere to give confidence that it could work. Third, one suspects that the Christian element was not always seen as a deal clincher. But perhaps underlying all these, was a recognition that only one person would be king of the castle as the earlier local federations at Roehampton, Chichester and Liverpool had clearly shown and such a person might well be brought in from the outside.

### ***Endnote***

Following the collapse of the northern plan, there was little more that Culham could usefully do in this area and during the 2000s very little of Culham's work was directly related to the Church colleges, or universities as they were becoming. However, the earlier work has been of relevance to the recent Anglican Identity Project undertaken by the Church of England's division of education. In particular, it provided a very helpful historical background for the national Anglican Identity Project managed by

Stephen Heap when he was the Church of England's higher education adviser in the early 2010s.

### **Leslie Francis – his research and writings**

In 1981, as a complement to the work on the Church colleges, the Culham trustees were keen to develop a parallel strand on Church schools. As part of a scoping exercise, Leslie Francis's work was showing on the radar. He was then working part-time as the incumbent of Great Wratting in Suffolk and also was undertaking research projects for the YMCA in central London. An initial plan to obtain external funding for a research fellowship for him which would be loosely based at Culham came to nought but at the same time the trustees had decided to establish a fulltime research officer's post. Against fierce national competition Leslie was appointed and began work in 1982.

Already he had an established national reputation in the psychometric analysis of religious attitudes and in other areas based on his doctoral research which in turn was underpinned by his degrees in theology and psychology. Research articles in refereed journals along with more popular writings were starting to flow.

During his six years at Culham his research activity and output was prodigious and consisted of a Culham agreed portfolio of work especially in the area of Church schools, RE, collective worship, children's and teenagers' attitudes to religion and the theology of education and also his wider personal interests in the Church and the value to it of accurate empirical evidence about its activities.

Of particular national interest were his three empirically based publications, *Teenagers and the Church*; *Religion in the Primary School*; and *Partnership in Rural Education*. His careful presentation of the statistical evidence was complemented in his publications by pen portraits of typical examples thus adding colour and grounding to his research findings. He also developed a series of children's booklets for pre-school and infant pupils introducing basic Christian concepts through the character of Teddy Horsley.

Not all his publications were met with universal enthusiasm and in particular his work on the rural Church, based on an earlier study in East Anglia, which was published as *Rural Anglicanism*, led to mixed reactions. In a very positive preface the Archbishop of Canterbury [Robert Runcie] talked of it a 'timely and devastating book... which deserves the widest possible readership and discussion' and welcomed the particular emphasis on effective pastoral strategies aimed at the rural young. Many others supported the publication but some, reacting perhaps more to the inevitable 'bad news' stories which it generated in the press, regretted its publication. One diocesan bishop was quoted in the Church Times as saying 'the book is partial, unbalanced, inaccurate.....it has done a great deal of harm to the morale of the country Church.' Another condemned it a letter to the Times but later wrote to Leslie in a much more supportive way saying that he 'was simply reacting to some rather lurid headlines.'

Leslie was always clear that a child's religious upbringing needed to be seen in its entirety and that the influences of school, home and Church should not be viewed in isolation from each other. This was also how he saw his overall research portfolio

whilst at Culham and how he has gone on to develop it throughout his career.

He also emerged as a very popular speaker and presenter and was equally at home addressing international academic conferences and meetings of clergy deanery chapters. During his time at Culham he acted as a national ambassador which was particularly important during the Trust's formative years in the 1980s. The factual report [see Appendix 1] he presented to the trustees prior to moving to Wales was ample testimony to the depth and range of what had been achieved.

After six years at Culham, it was time to move into a larger institution and Trinity College Carmarthen offered him a research post which later became a Chair in Social and Pastoral Theology. From there he moved to a similar chair at Bangor which was combined with the directorship of the Welsh National RE Centre and he is currently Professor of Religions and Education at the University of Warwick. Throughout his academic career he has also exercised a ministry as an Anglican clergyman and is currently honorary curate of Seintiau Braint a Chefnî in the Bangor Diocese and the Canon Theologian at Bangor Cathedral.

## **Church schools – national projects**

### ***Research into Church schools***

Culham first went public about its plans to undertake research into Church schools by hosting a national conference on the subject on 31 March 1982 held at King's College London. The purpose of the conference was to bring together a wide range of people working on the issue of Church schools in order to facilitate the sharing of ideas and plans. The majority of the participants submitted abstracts of their work in advance. Brian Kay wrote a synopsis and evaluation of the day which is included as Appendix 2.

### ***Statistics on Church schools***

As early as 1983 it was recognized that the Church of England did not have accurate statistics about its Church schools and that this was a problem when it came to negotiating with central government and also in dealing with the press. Negative statements about Church schools were being made nationally which were often wrong but which couldn't easily be refuted on account of the lack of accurate data.

The value of having accurate information had become very clear to John Gay when he joined the Oxfordshire Education Committee. A review of schools within the county revealed that over half the primary schools were Church of England schools and a further 9% were Roman Catholic. At the time the secular mindset was in the ascendency and the default position tended to be to belittle the role of religion in society. Having the statistical ammunition to counter this and to defend and positively present the Church's position in education was of great value.

At an early stage Culham agreed to work in collaboration with the National Society [whose schools officer Geoffrey Duncan was one of Culham's advisers] to produce a set of statistics setting Church schools in their national context. In theory this should have

been easy as the DfE collected information about each school on an annual basis. However, the published national tables did not break down the aggregated statistics by denomination. Eventually after protracted negotiations at both the policy and the technical levels, Culham was able to obtain specially prepared re-workings of the national data from which it could generate tables showing the number and percentage of Church schools by denomination, type and age range and also similar tables for the pupils within them. These tables were then published on an annual basis which enabled the Church's 'historic share' to be monitored.

In 1984 Culham was asked to produce a paper on Church school statistics for the Archbishops Urban Commission and in the following year for the General Synod. These statistics were more widely distributed through an occasional paper *The Size of Anglican Primary Schools*. Just before its publication there had been a big debate at the residential conference of the diocesan directors of education on the question of small Anglican schools. The Chief Education Officer, Colin Alves, highlighted this as a generic problem but many of the directors argued that it wasn't really a problem at all as most of the small schools were first or infant schools and not all-through primary ones. The subsequent publication of the paper vindicated Colin Alves concern and focused minds back on the problem. As a result, the paper won a formal accolade from the national board of education!

### ***Church of England schools and colleges handbook***

The 1980s was a time before information was widely available electronically and the office shelves of most head teachers would normally contain some bulky and expensive annual directories. There were two competing education ones, both giving the listings by local education authority. Secondary schools were included but not primary and neither directory really did justice to the level of the Church's involvement in education. So why not have a Church schools directory?

Initial work began in 1984 with a first attempt to relate the various diocesan lists of Church schools to the DfE listings by local authority. The DfE had already agreed to give Culham a computer tape copy of its individual school statistics so that in theory these could be re-worked on a diocesan basis. Previously negotiated access to Oxford University's computer centre was a vital ingredient in this exercise. However, this work was very slow due to considerable inaccuracies in the lists held both by the dioceses and the DfE.

In 1988 the National Society expressed considerable enthusiasm for partnering Culham in the production of a directory and in 1989 a link was made with the School Government Publishing Company [SGPC] which was already publishing school directories. Still run as a family firm, it transpired that the key family members liked the idea of adding a Church directory to their list and were prepared to run the initial two editions at a loss. So development work started.

The main element was to be a listing of each of the Church primary, middle and secondary schools by diocese. Culham provided the diocesan lists which could then be cross-referenced with the SGPC's annual data collection for all schools thus ensuring that the Church school details were up-to-date. In addition, the directory also included

sections on the Church colleges, HE chaplaincies, theological colleges and courses, Church organisations concerned with education, diocesan education teams, and short articles on inspection, RE and educational legislation. Published in 1993 and encased in a burgundy cover it was designed to be a physical statement about the significance of Church schools which could sit proud on a head teacher's bookshelf as well as being a source of information. A provocative preface by the Archbishop of York, calling for a recovery of confidence by Church schools and colleges and advising them to be unapologetic about offering a distinctively Christian education, ensured substantial national publicity for the directory. A second edition was published the following year but thereafter the SGPC changed its business strategies and loss-making directories were discontinued to be superseded later by on-line versions. However, the two directories themselves fulfilled their immediate purposes and were a milestone in the growing awareness of and confidence within the Church school sector.

In 1999 the DfE was faced with having to check the formal designation of each school in order that 'schools of a religious character' could be listed in new legislation. These had to be accurate and for the officials tasked with doing the work this was uncharted territory. So they came down and spent a day at Culham. One of their perplexities was that a number of schools described themselves as 'Christian schools' and the officials were planning a separate category for them. However, on further examination it was clear that these were in fact all county schools with heads who were keen on generating a Christian ethos. The officials had one letter in which a head argued for the title Christian school on the grounds that he felt his county school was much more Christian in its membership and style than the nearby Church school. Most of the other wrong designations were simply mistakes. One vivid recollection was trying to persuade a bemused official that a school named after Cardinal Manning was most unlikely to be a Church of England one.

### ***Church schools in the independent sector***

When the Institute first mapped out its strategic range of operation it was clear that work in the schools area should include the independent as well as the state maintained sector. Located within the Oxford diocese it would have been impossible anyway to ignore the independent sector as so many such schools were located within its boundaries. In 2000 a scan of the confirmations conducted by bishops within the diocese revealed that 25% of all such services were held in the chapels of independent schools.

In terms of reviewing the sector, the very independence of the individual schools made it difficult to obtain accurate information and also to make meaningful generalisations. There were two explicit groupings, the Woodard schools and the Church Schools Company, but the vast majority of schools were essentially one-offs. In the early 1980s there was some vigorous discussion in the press as to the Church of England's role in relation to the independent sector leading to the Church's national board of education establishing a working party on independent schools.

Brenda Gay was appointed as a honorary research associate by the trustees to review the whole area and in 1985 the results of her research were published in a Culham monograph *The Church of England and the Independent Schools*. Since then there has



been little further systematic review undertaken, partly no doubt because of the marshiness of the territory.

There have been occasional discussions at both national and diocesan levels about the possibility of generating criteria and markers which could be used for deciding which schools could reasonably call themselves Church of England schools or imply that they had some structural or other connection with the Church of England, but the practical difficulties provided too great. Identification decisions have been left at an individual school level, some of which have opted for a 'now you see it, now you don't' approach according to the audience being addressed.

### ***Research on Church schools in the London diocese***

In 1988 the London Diocesan Board for Schools (LDBS) commissioned Culham to undertake an empirical study of its Church schools in order that the board could be given a comprehensive picture of its schools and thus be enabled to respond more effectively to their needs and to be in a stronger position when engaging in central policy negotiations. The findings were also to be fed back to the schools themselves to assist their future work and development.

#### *Church primary schools*

The first stage of the project was concerned with the 137 Church primary schools. After extensive consultation with the board for schools and with representative head teachers, questionnaires were sent to the head of each of the schools. Subsequently, and having taken account of the responses from the heads, a questionnaire was sent to each chair of governors. A 70% response rate for each was achieved and was assessed as representative of the range of schools in the diocese. The results were published in 1991.

A substantial number of conclusions were reported, including:

- one of the most important items on the agendas of governing body meetings was the Christian ethos of the school
- the majority of heads were women who were active members of their local church
- the majority of teachers attended collective worship and taught RE. However there was a problem in maintaining the level of religious commitment in new appointments
- most schools were ethnically, religiously and socially mixed
- the majority were over-subscribed and much significance was normally put on parental religious practice
- great importance was usually attached to RE and collective worship and to the Christian ethos affecting all aspects of the school life
- the tension between serving the needs of Church families and those of the local community was a concern for many heads and chairs.

The report also divided the schools into two groups, those in relatively favoured areas and those in deprived ones and looked at the similarities and differences. Findings included:

- although there was little difference in formal admissions policies, schools in the more favoured areas were more heavily over-subscribed.
- the former group were overwhelmingly white whereas the deprived area schools were ethnically very mixed with white pupils being in a minority and in some cases a very small one
- the heads and chairs in the more favoured areas saw a clear role for schools in creating links between home, school and Church, in communicating Christian ideals and moral principles and in giving pupils and parents an opportunity to participate in the Christian religion. Those in the more deprived areas placed greater emphasis on presenting the Christian faith to children so that they could make up their own minds about it and on encouraging respect for all religions
- the six schools with a predominantly Muslim population were identified as a separate group. They were trying to give their pupils an understanding of Christianity and an experience of Christian worship without seeking to convert the children or to undermine their Muslim faith.

The report concluded with a very significant personal discussion piece written by Brian Kay drawing on the evidence from the survey.

### *Church secondary schools*

Hard on the heels of the primary school survey, the LDBS commissioned Culham to undertake a similar study of its eighteen secondary schools during 1988 – 89. After extensive initial consultation, questionnaires were drawn up and sent to the head teachers and to the chairs of governors and subsequently interviews were undertaken by Brian Kay with seventeen of the head teachers.

Prior to each interview Brian Kay was able to look round the school's immediate environment, and when in the school he observed pupils at break and during lunch and also talked informally with senior staff. The results were published in 1991 and included:

- all the schools were comprehensives, five were single sex, half were urban including five being inner-city and the other half were suburban, five saw themselves as largely local community schools and the rest had wider catchment areas
- all heads saw Christianity as central to their Church school but there was a lack of consensus as to how this should be expressed
- most heads were critical about clergy's lack of involvement in the schools
- most schools were over-subscribed and some very substantially. The majority drew pupils from outside their neighbourhoods and operated an admissions policy favouring religiously committed parents
- all heads, virtually all the senior staff and the majority of teachers described themselves as Christians. However, urban schools were experiencing staff recruitment difficulties
- RE and collective worship were seen as central although some schools experienced difficulties in finding really good RE teachers
- heads and chairs saw a supportive attitude as the most important quality in governors. There was however a recognition that the role of the governing body

was becoming more central and complex and that training was especially needed.

The survey summary concluded: “The religious life in the majority of the schools was real; aims were explicitly Christian and the ethos was Christian-based and inspired. Most heads thought this to be a major difference between Church schools and their state counterparts. However, they would welcome more dialogue with the Church.”

The report concluded with a similar discussion section to that in the report on the primary schools.

### *Parental reasons for choosing Anglican secondary schools*

Following the publication of the primary and secondary school reports, there was considerable discussion about the possibility of widening the study to include parental perceptions of Church schools. It was clear that it would be very expensive to do a large-scale questionnaire study and that acceptable response rates could be very hard to obtain. However, Culham was offered access to the application forms and interview records about parental choice from four of the secondary schools and so it was decided to proceed on the basis of this sample. The three mixed and one single sex school were deemed to be not untypical of the eighteen secondary schools within the diocese.

The analysis was again undertaken by Brian Kay and is more difficult to summarise largely on account of many of the conclusions and implications being tentative and in need of further investigation – points highlighted in the discussion section at the end. However, this was a time when the power of parents as consumers was beginning to surface and so the study was significant in that it was one of the first of its kind.

The overall conclusion was: “The finding that across all the tables the only consistent correlation is between active Church involvement and the choice of the school because it is a Christian one is hardly surprising – it confirms what one would expect. But it is highly significant in that it lends strong support to the view that the reasons given were, at any rate, to a substantial extent, real ones, reflecting the real concern of parents, and not simply what they thought the school would like to hear.”

### ***The governance of Church schools***

The governance of Church schools began to emerge on the national agenda and in 1991 Culham collaborated with the National Society and the Southwark Diocese to develop guidance for Church school senior staff and governors. The research and writing was undertaken by Lois Loudon and David Urwin of St Martin’s College Lancaster and with the help of a DfE grant the material was trialled in the dioceses of Blackburn and Carlisle.

The first guide to be produced, entitled *Mission Management and Appraisal* and published in 1993, was a training package for the 70,000 governors and 40,000 staff looking at how Church schools can and should maintain their Christian ethos in terms of the quality of education offered and their relationship with the wider community. Topics covered included the mission statement, the school development plan,

curriculum and worship, buildings and financial management and staff appoints and appraisal. The guide coincided with the introduction of new national arrangements for staff appraisals and school inspections.

Initial research suggested that many Church schools and especially those with voluntary controlled status were unaware of the extent to which the new inspection regime would require them to demonstrate Church distinctiveness. Later research by Lois Loudon examined all the adverts in the Church Times and the Times Educational Supplement [TES] for senior staff in Church schools over a four week period in 1994. She concluded 'If the Church intends to take its voluntary-aided schools seriously as part of its mission, it must give cause for concern that over 40% of the schools either had only a vague idea, or did not express any notion at all, about the personal commitment, and therefore the tone of leadership, of their new senior managers.' This research led to the second collaboration and the publication in 1995 of the handbook *Church School Staffing*.

The collaboration worked well. Culham project managed the work, Southwark diocese was the testbed for ensuring that the manuals were thoroughly grounded, the National Society through its publishing arm acted as the publisher, advertiser and distributor and the two writers had national credibility also as trainers. A third complementary publication *An Inspection Handbook for Church Schools* was produced separately and in parallel by the National Society.

### ***Diocesan boards of education***

In 1994 the Diocesan Directors of Education [DDE] decided to undertake a survey of the current work of the Diocesan Boards of Education [DBE] and of their possible future directions. The motivating force behind this initiative was Tony Williamson, then diocesan director of education for Oxford. A substantial questionnaire was devised in collaboration with the DDEs containing a mixture of closed and open-ended questions. Detailed responses were received from 39 out of the 43 dioceses. The other 4 dioceses either had a DDE vacancy or, in the case of Sodor and Man, only one Church school.

The initial findings were presented and discussed at a residential of the DDEs in March 1995 and a final report, with all results aggregated so that no diocese could be individually identified, was published later that year. Even at that pre-recessionary time, the Church's financial position was already worsening and diocesan central services were starting to be reduced. One of the consequences was the phasing down of much of the non-statutory educational work and its transfer out of the DBE's ambit into parish resource departments or the equivalent. Already many of the DBEs were increasing their concentration on schools work leading to a sense of greater autonomy and a growing separation from other diocesan agencies.

A major aspect of this growing autonomy was due to the DBE's statutory functions in relation to schools. In addition to diocesan funding, DBEs were able to draw on funds from closed Church school trusts [then called Section 2 funds] and also had the potential for bringing in resources from trading activities and service contracts. This was likely to cause an element of resentment with other diocesan agencies and the DDEs recognized that they would be walking a tightrope between keeping within the diocesan

family and at the same time using their additional resources to fulfil their statutory duties and responsibilities towards their Church schools.

Church schools were already starting to look more to the DBEs for a range of support services and advice as a consequence both of the declining role and capability of the LEAs and of the financial delegation to the schools themselves. The issue confronting DDEs was the extent to which schools would actually buy services from the DBEs having been used in the past to receiving the support for free. Yet the expectations of schools for high quality professional support were increasing and if the DBEs were to meet this then they would need to increase their professional capacity and charge accordingly. Part of the problem facing DBEs was recruiting appropriately qualified and experienced school advisers. Head teachers expected advisers to be at least at their own level and whilst in the past dioceses had often relied on recently retired head teachers and LEA advisers who were content to work for a diocesan salary, this greatly limited the recruitment pool. To attract a serving head in mid-career meant matching salary levels and many dioceses were reluctant to allow their DBE to do so. Thus a number of DBEs were starting to look at the autonomy advantages of becoming incorporated bodies and also of establishing trading companies.

The report concluded 'In pursuing these statutory responsibilities for their schools, DBEs may well be thrown into sharper relief within their dioceses as the "odd boards out". It is difficult to see how this can be avoided and indeed it may well be necessary if the DBEs are to make their distinctive contribution to the overall mission of the Church. Within a general climate of retrenchment, the work of the DBEs with their Church schools offers a significant opportunity for development and growth.'

An immediate next step was that Tony Williamson was asked, in his capacity as chair of the DDE's association, to undertake a further and more detailed confidential survey of DBE staffing levels and salary scales. This was achieved partly through visits to each of the DDEs and partly through a pro forma return. It was carried out in collaboration with Culham and a confidential report was circulated to each of the DDEs. This seminal report was to form the basis for considerable debate and action within many of the dioceses. In particular it highlighted the need for the DBEs to match educational salaries and conditions of service in order to attract staff who would be professionally acceptable as Church school advisers.

Since then, two major studies have been carried out resulting in the Dearing Report of 2000, *The Way ahead: Church of England schools in the new millennium*, and the Chadwick Report of 2012, *The Church School of the Future Review*. Both reports highlighted that the original issues identified by the DDEs in 1995 have, by and large, come to pass. DBEs have become much more professionalized and the operational links with Church schools have become broader and tighter.

### ***The geographical distribution of Church schools***

The availability of the Church school statistics on a local basis was too great temptation for former geographer John Gay and so a mapping project was started. In order to express the relative numerical strength of the Church school system in relation to all the schools in the area, the local authority rather than the diocese had to be the unit of

analysis. The available statistics enabled an analysis to be done both of the percentages of Church primary schools within each LEA and of the pupils within the schools. Given the small number of Church of England secondary schools within England these were simply plotted individually by location on a distribution map.

The report, published in 2000 as a Culham publication and subsequently added to its website, consisted of the statistical tables, the distribution maps and a textual commentary on them. The main map was for the shire counties and four more detailed ones for the metropolitan counties. There were separate analyses for Church of England aided and controlled primary schools, for Roman Catholic primary schools and for the combined numbers of Church of England and Roman Catholic schools.

The headline finding was that the highest percentage of Church primary schools were to be found in two extremely contrasting LEAs – Wigan and Westminster. The proportion of Church of England primary schools ranged from under 5% in Gateshead, Sunderland and seven of the London LEAs to 50% in Oxfordshire, Somerset and Wiltshire. The proportion of Roman Catholic schools in most LEAs was under 10% but Kensington and Chelsea and four of the Merseyside LEAs had 30% or over. The report was timely for two reasons. First, recent legislation had strengthened the Church school position and in the plans for LEA re-organisation if the proportion of Church school places was not safeguarded the plans could be rejected. Second, the Dearing Review of Church schools was just starting and so the results were able to feed directly into that process. The maps highlighted a key question, namely would the Church of England be able to provide new primary schools in areas of major population growth and new secondary schools to fill the numerous gaps in the map?

### **Local projects in the Oxford diocese**

In 1982 a report *The debate about Church schools in the Oxford diocese* was compiled which outlined issues to do with Church schools. It was widely distributed and it stimulated a debate within the diocese as a whole. This took place just at the time when the distinctive aspects of Church schools were beginning to be recognized and when it started to be acceptable to highlight them as a distinctive sector.

A further report *Between Church and Chalkface: the views of teachers in Church of England aided secondary schools in the Oxford diocese* [1985] followed on from this initial debate. This study provided empirical evidence about how teachers in the Church secondary schools viewed working in such schools and the extent to which they actively supported the Church-related character of the school. The study highlighted some serious issues that needed attention if Church schools were to become more distinctive.

A survey was undertaken of young people's views in Abingdon in order to inform planning for youth activities in the town. Published as *Young people in Abingdon* [1987], it was undertaken by Leslie Francis and Richard Atkinson, then one of the curates at Culham's neighbouring church of St Helen's in Abingdon and currently [2016] Bishop of Bedford, as part of a contribution to the immediate neighbourhood.

A further study was undertaken when the role of governing bodies was still a relatively minor one and before their powers and responsibilities began to be clarified and increased. Published as *Managing the Church schools: a study of the governing bodies of Church of England aided primary schools in the Oxford diocese (1988)* it highlighted the importance of governors for overseeing the children's educational experience and also for safeguarding the foundational principles of the school.

In 1998 a survey was undertaken on behalf of the Oxfordshire SACRE eliciting the views of all the heads of RE in the secondary schools and the RE co-ordinators of the primary schools in relation to the review of the Oxfordshire Agreed Syllabus for RE. The results were published within the county.

## **Other national projects**

### ***Communion before confirmation***

In 1985 a national board of education working party concluded in its published *Knaresborough Report* that baptized people should be admitted to Communion in advance of Confirmation and that Confirmation should instead mark an adult profession of faith. Three dioceses were deemed experimental dioceses and parishes within them were permitted to admit people to Communion before Confirmation. In July 1991 the experiment was debated in the General Synod and the house of bishops concluded that the experiment should be discontinued but there were strong views within the houses of clergy and laity that it should be widened. A vote to instruct the house of bishops to produce regulations to allow unconfirmed children to receive Communion was lost albeit by a narrow margin.

The outcome was to appoint a group to evaluate the existing experiment and Culham was approached to see if it could undertake survey work in the three experimental dioceses to assess the relative value and effectiveness of the experiment. This was agreed and the results published in 1993 as *Communion before Confirmation: a report on the survey*.

### ***RE in the Republic of Georgia***

During a visit to Georgia as part of a larger visit round some of the former communist countries, the Archbishop of Canterbury and the Bishop of Oxford had a particularly encouraging meeting with the Georgian president, Eduard Shevardnadze. He was very taken with the way RE was organised in England [part of the overall school curriculum for all pupils and designed and managed through SACREs on a collaborative basis involving teachers, the Churches and other faith communities and the local authority] and was keen to try and replicate something similar in Georgia. On his return, the Bishop of Oxford asked Culham whether any help could be given to Georgia on the teaching of RE and Christianity in Georgian state schools.

In principle this seemed a good idea but finding a Georgian link person was vital and this was easier said than done. Eventually, after twelve months, a former Georgian

teacher and university lecturer was found in May 1994 in the person of Tamara Grdzeldize who was then a doctoral student at Pembroke College Oxford

Plans were then discussed with the Jerusalem Trust who agreed to fund a small delegation of three Georgian educationalists to come over to England on a two week visit in summer 1995. The purpose was to enable them to see how the English educational system worked and how RE was taught and its teachers trained. A detailed schedule was drawn up by Rosemary Peacocke a former HMI who, along with Tamara, accompanied them on all their visits. Included was a lunchtime reception at Culham attended by trust representatives and the Bishop of Oxford.

It was subsequently agreed to bring over two RE teachers for a one term's intensive in-service training based at Westminster College Oxford. The aim was that they would then be able to assume responsibility for training other RE teachers in Georgia. John Gay went over to Georgia in June 1996 to take part in the selection process for these two teachers and also to assess first-hand some of the issues affecting education there. His meetings included those with the President of Tbilisi State University and the Georgian Orthodox Patriarch, Ilya II.

In spring 1997 the two selected teachers came over for their term at Westminster College and Rosemary Peacocke supervised their overall timetable. Later that summer the Bishop of Oxford, the Revd Dr Arthur Peacocke and Rosemary Peacocke went on a week's visit to Georgia to give lectures and conduct seminars at the university and at the teacher training institute. These were planned as high level and high status occasions in order to boost the standing of RE within Georgia. However, the stance of the Georgian Orthodox Church was already beginning to harden in terms of ecumenical relationships. The Patriarch, who on an earlier visit to England had stayed with the Bishop of Oxford, was no longer in a position to greet him and also was in the process of having to withdraw the Georgian Church from membership of the World Council of Churches.

In 1998 Tamara gained her Oxford doctorate and returned to Georgia to be Director of the Education Mega Project with funding of \$6 million to spend over a three year period from the Soros Foundation. This meant she was in a key educational position in Georgia. Currently she is the Georgian Ambassador to the Vatican.

Regarding the two teachers who came over, Nino went back to a teaching post but later moved out of education for personal survival reasons. The salary at the time of the equivalent of £10 per month meant that no teacher could survive on teaching alone. David on the other hand was still working fulltime as an RE teacher and was developing an RE in-service training based on his experience in England.

Of the 'three wise men' who came in summer 1995, by 1998 one appeared to have sunk without trace, one was continuing to develop work at Tbilisi University on Georgian Christian culture through which subject area RE secondary teacher training was undertaken and the third, who was still the dean of humanities at Tbilisi University, was in an even more influential position nationally.

In 1999 the Jerusalem Trust looked at what further might be done. It was clear that Tamara's linking role would be essential and in discussion with her the most effective



possibility seemed to be to send over to Georgia a small delegation from this country of four in-service trainers for a week to undertake crash-courses in RE in-service training. This was to be managed through the teacher training institute, organised by Tamara, and using David as a link person. The aims were to be:

- i) Focus on the teaching of Christianity in the Georgian RE syllabus
- ii) Provide information and ideas for a large number of teachers
- iii) Provide a model of in-service training methods, drawing on experience in this country, which could be picked up and developed by Georgian teachers for in-service training in RE and also in other subjects. It would be particularly good for other curricular areas to be able to learn from the approach being adopted in the teaching of Christianity.

By 2000 however the situation in Georgia had further changed. The Georgian Orthodox Church had grown in strength and self-confidence and was becoming increasingly ambivalent about international ecumenical relationships. Furthermore it now saw RE as the responsibility of the Church and not the state. As a result Culham advised that it would be neither sensible nor practical to attempt to develop this next stage and so the Georgian collaboration was concluded. Was the earlier financial and energy investment worth it? Evaluation is difficult as it was very much a 'bread upon the waters' project as were many similar initiatives following the emergence of the new post-communist countries.

### ***The Sir Halley Stewart RE teacher fellowships***

During the 1990s Culham managed three one-year RE Teacher Fellowships for the Sir Halley Stewart Trust. Each was widely advertised and a shortlist of six potential candidates was drawn up and interviewed. Each of the fellowship holders worked from home and attended Culham for a day's tutorials once a fortnight. Their schools were reimbursed for their full-cost replacements. Of the three holders, Angela Wright went on to become the RE Lecturer at King's College London and Vanessa Ogden became Head of the Mulberry School in East London – a girls comprehensive serving a largely Muslim area. Christine Chalstrey, after having her family, returned to RE teaching within Oxfordshire and continues to contribute nationally through very incisive letters published in the press.

### ***The Faith Zone in the Millennium Dome***

As part of the Dome's 'millennium experience' for 2000, the BBC produced ten short videos lasting 35 minutes in all describing Christianity in Britain. They were produced to broadcast standards at a cost of £400,000 and funded by a consortium of charitable trusts and were shown on a rolling loop basis in the Faith Zone within the Dome.

When the Millennium exhibition closed, it was discovered that this video resource was going to be skipped and so Culham was asked by the trusts to investigate its further educational potential. After some considerable difficulty and time delay on account partly of legal and 'rights' issues and partly of total management chaos due to staffing run-down at the Dome, the Millennium Experience Company and the BBC eventually agreed to transfer the video and certain interactive rights over jointly to Culham and to

the National Society. Originally the restrictions on the rights were too limiting to be able to do anything useful with them and so Culham negotiated a more favourable position.

The videos were then analysed for their usefulness in both the secondary school and the Church contexts. Eight of the ten videos were deemed useful for both contexts, one for primary schools and one simply for website clips. In relation to secondary schools, they were seen to have curriculum value for use in Agreed Syllabus Key Stage 3 and 4 courses and in GCSE short and full courses. They also had value for contributing to a Christian dimension in citizenship courses, in spiritual development and in collective worship. The possibility of trying to adapt or add to the videos was discussed but, on account of their tight formulaic design for specific purposes, this was seen as too difficult and expensive to achieve and, in any case would have been of very limited value. It was also clear that hardly anyone would have viewed the videos in their entirety during their visit to the Dome and that most RE teachers and secondary students were very unlikely to have seen them at all.

In the light of all this, the Hilda and Maurice Laing Charitable Trust, one of the original funders of the programmes, grant aided Culham to make a new video bringing together the existing videos along with an accompanying booklet briefly describing the content of each section. There was also to be a website for schools, including transcripts of the programmes, background information and suggestions for classroom discussion and collective worship.

The video and accompanying leaflet was sent free to each secondary school in England and Wales as a millennium gift from the Laing Trust and additional four hundred copies were given to RE advisers, teacher trainers and RE resource centres. A further thousand copies were given to the National Society for a project using them in Church contexts. Thus through a development grant of one eighth of the cost of the original production, the user audience for the video was vastly increased. For cash-strapped and under-resourced RE departments the Laing Trust's gift was of both symbolic and material value.

Following the Jerusalem Trust's millennium gift to all primary schools of a booklet on resources for teaching about Christianity, there was some discussion about what might be similarly done for secondary schools. However, the Trust was aware of a £500,000 project to develop a CDROM on the history of Christianity which would be produced by Dorling Kindersley, fronted by the Archbishop of Canterbury and the fundraising spearheaded by an MP. In the light of these plans the Trust took no further action. However, the money was not raised, the CDROM was not produced and so it was very fortuitous that the millennium video was able to fill the gap.

### ***Other projects***

In 1999 Culham published **two booklets** associated with its work. The first was Andrew Wright's *Spiritual pedagogy* and the second Michael Poole's *Teaching about science and religion* which was a collaboration with the All Saints Trust.

The following year the Jerusalem Trust asked Culham to provide some consultancy help to the project launched by the Bishop of London for a **Pasternoster Centre** focusing on

telling the story of Christianity to children and families. It was to be located in a building near to St Paul's Cathedral. It was a very imaginative vision and help was given in relation to children's RE development. However, for various reasons the project failed to get off the ground.

In 2001 *an open learning package on Christian content knowledge* was developed aiming to provide graduates in related subjects with the more specialist knowledge needed to become RE teachers. The work was undertaken in partnership with the London Institute of Education, King's College London, the Biblos project at Exeter University and Brunel University's RE Centre. The material was eventually integrated into the Subject Knowledge Booster Course run by TeachRE.

In 2003 Tony Parfitt produced a training CD ROM *Better RE through ICT* which was sent to all LEA and diocesan advisers free of charge. Further copies were available for sale.

In 2005 Gemma Gray developed *TRSonline* which was a new website listing all the accredited distance learning courses in theology and religious studies being offered by recognised HE institutions in the UK.

In the same year it was recognised that Culham had already developed a wide range of resources but that RE teachers and others did not necessarily know about them. Accordingly a printed leaflet about the resources was produced and sent to all primary and secondary schools in England and Wales.

In 2006 Tony Parfitt worked with the RE advisers association AREIAC to develop a *self-evaluation tool-kit* for heads of RE to use now that OFSTED was no longer conducting detailed subject inspections as part of its revised school inspection arrangements. The resource was available online for free. It provided the potential for collating and analysing the information to give an overall view of RE performance in schools by SACRE and then nationally. However even the very modest £50 set up charge and £50 annual maintenance charge per SACRE caused the the national association of SACREs [NASACRE] to have doubts about the ability of some SACREs to fund these charges. Accordingly, the toolkit remained as a resource for individual schools but its wider potential had to be dropped.

## **Culham's websites**

### ***General websites***

Culham's partnership with the BBC and with Channel Four in the 1990s on TV and multi-media co-productions had alerted it to the emergence of new technologies and to the value that these would bring to education. In particular it was the opportunities offered through the world-wide web which were particularly attractive. Early development work was undertaken by Diana Lazenby and Tony Parfitt which led to Culham setting up its own website and linked email addresses.

The obvious route to take was to join the Joint Academic Network [JANET] but this involved a thorough vetting process undertaken by the network managers in order to decide whether or not Culham had the appropriate academic credentials. Fortunately the staff and the related research projects being undertaken at the time met the criteria

and so Culham was granted the coveted .ac address. This was to be an enormously useful shorthand validation criterion in years to come. So in 1997 Culham was able to launch its own website with the easy to remember URL [www.culham.ac.uk](http://www.culham.ac.uk) [no longer operational].

The website was seen essentially as a place to advertise Culham's work and also to deposit information from Culham's various projects. In 1998 a dedicated section for the St Gabriel's Programme was added. The following year the trustees undertook a review of Culham's web work. They recognised it as a very cost effective way of reaching a large and diverse audience and also that the ease with which web material could be updated was a major advantage over printed material. They concluded that the website development had become a strategic part of Culham's overall operation and that as a matter of policy it should continue on a systematic basis in the future with an appropriate resources allocated for it.

By 2004 the website had grown like topsy with new projects and sections having been regularly added. So Diana Lazenby and Tony Parfitt restructured the site in order that that all the various new elements were linked and accessible within a more coherent framework. Hits had virtually doubled during 2004 with Culham's main site recording about 1 million hits and the total suite of all Culham's sites around 4 million hits. Given the size of the respective target audience, inevitably some sites recorded higher usage than others. The RE Site/REonline always had the largest usage, followed by the Collective Worship site but TeachRE and the RE Directory were also significant. Additionally, Dottie & Buzz had generated considerable traffic. Other sections such as the Register of Research inevitably had a much smaller specialist audience and so hit rates were very much lower.

### ***Collective worship site***

In 1997, future ways forward for collective worship were outlined in the conclusions of a national consultation [see pg 91 for further details]. However, the proposals were rejected by the Church of England's CEO Canon John Hall on behalf of the Church of England and there was some ambivalence within the Muslim and Roman Catholic communities. Therefore central government backed away from discussions about the implementation of the proposals on the grounds of the lack of unanimity and that was the last time there was any serious national attempt to engage with the issues.

Part of the Church of England's argument was that within the law as it stood there was plenty of flexibility for innovative and imaginative acts of collective worship. Recognising the damage that can be done to teenagers' perceptions of religion in general and Christianity in particular by badly presented collective worship, Culham decided to develop a website to exemplify best practice in collective worship and to help teachers with their planning and delivery. The National Society then agreed to partner Culham in the project.

By 2005 the site was providing 24 regular collective worships and 40 new 'reflections' per term. In addition there were responses to special events of national interest such as the tsunami and 'one offs' such as one on humour. The usage statistics showed that it had become very popular. There was already a bank of over 200 resources which were

fully searchable and divided between primary and secondary. A more multi-media approach was now being adopted with a combination of image, word & music. In practice, so many assemblies tended to have no religious or even spiritual content. A distinctive contribution Culham made was that it followed the legal requirement that collective worship had to be, in the main, Christian.

By 2008 there were over 500 searchable resources and prayers and the annual access rate had reached over one million visits. A new content management system had been built allowing writers to upload collective worships as they were written which meant that the site could be more responsive to current events. In 2009 a partnership was formed with Beibl.net which enabled significant aspects of the site to be translated into Welsh.

During 2010 usage had increased by 10% from the previous year. Although it remained very popular with teachers, the number of clergy using the resources was growing and feedback indicated that it was frequently used by parishes for children's work on Sundays. The site continued to provide contemporary relevant resources in a distinctive and popular style written by a well-established team of writers. In addition there was now an extensive archive of resources providing a very large back catalogue of collective worships for users to download. During 2011 the site was redesigned along the following lines:

- Topical – events in the news that week
- Reflections – for use in class and tutor group collective worship
- Worship4Schools – for larger groups
- Archived collections of resources, prayers and readings
- Guidance for teachers on how to prepare for and lead collective worship.

The partnership with the National Society had been a crucial aspect of the site and of its value. As well as the financial aspect it also highlighted the Church of England's commitment to improving the quality of the collective worship experience for all children irrespective of the type of school they attended. However, in 2010 the National Society decided it needed to focus its attention more onto Church of England schools and so the very productive ten year partnership was concluded – one of the many casualties of the recession. Culham continued to manage the site until 2014 when it was merged with the Assemblies site and subsequently managed by SPCK.

### **A national centre for RE in the City of London?**

In 2002 serious thought started to be given to the need for a permanent national centre for RE which could house the RE Council, host national meetings and be a national point of reference for the subject. Although it would showcase latest resources, it was to be much more than a just a physical resource centre. An on-line virtual RE centre was also to be part of the plan so that everything which took place at and was developed by the physical centre could be accessed nationwide.

In 2003 Susanna Ainsworth [a former RE teacher who was then the cathedral education officer for St Albans] undertook a wide-ranging consultative feasibility study which

concluded that there was overwhelming support for such a centre. On the basis of this support negotiations began.

The plan was to see if there was a redundant Church building in the City of London which could be converted into a centre. It was felt appropriate to use a religious building as long as its Christian symbolism was not too much 'in your face' recognizing that members of other faiths would be using it as well. The Venerable Peter Delaney who, as Archdeacon of London had responsibility for the City churches, was extremely helpful and suggested several possibilities which were all explored.

Of the possibilities the obvious one was St Nicholas Cole Abbey in Queen Victoria Street. It was a Church rebuilt by Christopher Wren after the Great Fire, suffered severe bomb damage in 1944 and was rebuilt again in the 1950s. It was essentially an oblong box rebuilt to a very high structural standard and with very few explicit Christian symbols within it. Unfortunately it was of little pastoral value being surrounded by other Anglican churches and so it was declared redundant and subsequently leased to a Presbyterian congregation. They moved out in 2003 and so the building was empty.

The Church stood on a raised plinth which suggested there might have been a crypt underneath but all attempts at physical access were defeated and eventually a paper review undertaken by the City Archivist concluded that almost certainly there was nothing but rubble there. The usable space would have been an advantage as an income generating food outlet could have been housed there. However, it was decided to abandon any further thought of trying to excavate the space on the grounds both of cost and also of the risk of discovering human or archaeological remains which would have held up any further work for ages and also would have led to high expenditure. As it was, the process of investigating the plinth held up further work for about a year.

Although it was largely a 1950s building, on account of the Wren remnants it was Grade 1 listed and so Maggie Durran, a heritage adviser, was engaged especially to help with the fund raising. Also it was necessary to have a heritage architect and so Maxwell Hutchinson and his colleague Matthew Swinhoe were also engaged.

The plan was for Culham, as an endowed charitable trust, to lead on the project but to do so on behalf of the RE Council and the RE community as a whole. The building was owned by the Diocese of London which was prepared to grant a short holding lease to Culham with a view to agreeing a long lease once plans were further advanced. The Diocese no longer had an RE centre of its own and therefore whilst the main focus of this centre was to be national it would additionally be able to provide a more local service for London. Valuation of the building was a difficult process but eventually a figure was agreed.

Maxwell Hutchinson drew up plans for the conversion of the building which included a total facilities refit and the construction of a two-decker box within the building housing a multi-purpose meeting space on the ground floor and offices on the first floor. A three-level structure at the west end was to incorporate kitchens, toilets, a boardroom and a resources room. Endless hold-ups were encountered in the process of getting the planning application to final submission stage including a vaguely worded general objection from English Heritage who at an earlier stage had agreed all the basics of the

scheme. Also there was a tussle between the conservation officer who had become very enthusiastic about 1960s wooden panelling and the fire officer who insisted that a fire door had to be driven right through the panelling. Eventually all the objections had been resolved and the various circles squared and so in October 2006 the planning application was submitted. It then rolled through the planning system for a further fourteen months and eventually in December 2007 planning and listed building consents were granted.

From the very beginning it was clear that a considerable sum would need to be raised to finance the restoration and conversion of the building. Every subsequent meeting with the planners and conservation officers meant their demands ratcheted up the total. But all this was taking place in a climate of pre-recessionary optimism and any expressions of anxiety were quickly countered by assurances that the City was awash with money and that a City based project combining education and heritage would open the corporate cheque-books. The advice was not to start fund-raising until planning permission had been obtained as the project would not be taken seriously without such permission.

The one exception to this general advice concerned the Lottery Heritage Fund and given the elongated application process Culham was encouraged to make an early application, which was made. However, it soon became clear that the Fund's officers saw the project as a religiously evangelistic one and no amount of explanation about the position of RE as a state school curriculum subject could convince them otherwise. So the officers wouldn't let the application go forward on the grounds that the Fund did not support religious evangelism.

Hard on the heels of obtaining planning permission, in January 2008 the fund raising campaign was formally launched at a dinner for 160 people held at Painters Hall. This was followed by a special education service in St Paul's in May and a June dinner in the Old Divinity School in Oxford was also used to promote the plans for the centre.

Mrs Caroline Haines, a former RE teacher married to the City alderman for Queenhithe Ward which contained St Nicholas, was engaged to manage a City wide campaign and she established a wide range of links with potential funders. A City appeal management committee was established and a former Lord Mayor gave his strong support. Culham took out a two year lease on an office in Painters Hall near to St Nicholas and engaged a full time administrator to help with all the plans.

Some of the City supporters strongly recommended that Culham should take out loans against pledges in order to start the building work and so be able to show potential funders that action was in hand. However the legal advice obtained was that this was too risky.

By the early autumn 2008, just as the fund raising campaign was building momentum, the recession was beginning, the philanthropic climate changed and many of the centre's potential donors backed away. Six months later it was clear that the recession was not a temporary blip and that it would take at least a couple of years before the philanthropic climate returned to a pre-2009 level. Accordingly the original plan, which had been 'gold plated' at the insistence of the planners and conservation officers, was

put on hold and a staged approach plan was designed by Maxwell Hutchinson. An arrangement was agreed whereby a lease on the building could be purchased on a capital basis. This approach allowed for the building to be used very quickly and then for the final plans to be worked on in stages as funding allowed. St Gabriel's had come in with Culham as a development partner and between the two trusts there was a sufficient resource available to allow the first stage to be undertaken and for the centre to open. Maxwell Hutchinson then met with the City planners and conservation officers and with English Heritage who in principle agreed the staged approach and an application for a 'Permanent List Building Consent' was written for the new aspects not covered by the original planning permission.

As a related initiative, the Religion and the Environment Project (REEP) had worked with the officers responsible for open spaces in the City and developed plans for a faith garden in a concreted space adjoining a side of the building.

In June 2009 a special RE and community cohesion 'showcase' morning was held in St Nicholas with twelve schools from around London putting on displays and taking part. Displays included film and power-point presentations, banners and static displays. The main focus was on an RE Council community cohesion project managed by Dick Powell, with other projects such as Dottie & Buzz and the launch of the updated REonline included. It was well attended by various key city and diocesan people and it also provided an opportunity for a short address about the plans and to have the centre opened by Christmas 2010.

However, on 5<sup>th</sup> November 2009, Culham was informed verbally by a diocesan officer that the Diocese was about to undertake a review of its redundant churches and that St Nicholas was being included in the review. When challenged, Culham was informed that the diocesan partnership with Culham was not legally binding. This was despite episcopal and other assurances from senior officials in the diocese that the partnership was always secure and based primarily on trust between two Anglican bodies.

It was not a total surprise when in March 2010 Culham was informed that St Nicholas was being brought back into extra parochial use by St Helen's Bishopsgate, an extremely wealthy evangelical city Church, for use as an outreach base. However, this was a clear disappointment to the RE community and it meant in particular that the RE Council could not have its office base there. Accordingly the Culham Trustees gave a grant of £20,000 per year for three years in order that the Council could rent office and meeting space elsewhere in London. The option to develop an on-line Virtual RE Centre continued to be pursued through the growth under Tony Parfitt of REonline.



### **3. Collaboration with the Jerusalem Trust**

#### ***Origins***

During 1988 the role of the Jerusalem Trust was in the process of being evaluated by its trustees who decided both to relocate the Trust from Chichester to the headquarters of the Sainsbury Family Charitable Trusts in central London and to investigate the possibility of undertaking some work on Religious Education within the statutory system of schooling. The Director of the Trusts, Hugh de Quetteville, was asked to draw up an action plan and during his initial investigations he came across Culham's Exchange which he saw immediately as providing him with a route into the world of RE. Even better, Exchange was being managed by Diana Lazenby who had worked with him for a year in the early stages of establishing the Gatsby Trust. So a visit to Culham was quickly arranged.

Initially the plan was for Diana Lazenby to brief and advise the then director of the Jerusalem Trust on the nature and needs of RE and on the various RE activities being undertaken with a view to him undertaking an extensive set of visits round the country and developing an action plan for the Trust. The eventual outcome was that the Trust's separate management was stopped and brought within the overall aegis of the Family Trusts and Culham was asked to produce the action plan instead.

Certain ground rules needed to be established at the outset. Whilst the object of the Jerusalem Trust was 'the promotion of the Christian religion', RE in county schools by law had to be non-confessional and non-proselytising. The Trust recognized and accepted this and also appreciated that if the average child's educational understanding of Christianity was to be enhanced, potentially a very effective way to achieve this was through school based RE. All children were taught RE and within the subject the majority of the time by law had to be devoted to Christianity. By contrast the proportion of children attending Church-based activities was ever declining. So it was agreed that Culham would act as a 'managing agent' for the Trust and be its guide through the complex world of RE.

#### ***Christianity in Today's World*** (Secondary 14 – 16)

An early decision was taken to focus initially on the resourcing needs for the teaching about Christianity in secondary school RE and in May 1989 a national seminar was held at Culham attended by over forty delegates representing the various aspects of RE. The following month a questionnaire was sent to the head of RE in every state maintained secondary school in England and the results formed the basis of a press launch in London for the project in September 1989. The size of the grant being made available by the Trust, £320,000 over 3 years, was in itself sufficient to generate considerable interest in the project.

The questionnaire results showed that RE teachers were very much in favour of using visual approaches through television, videos and posters and wanted more help in the areas of Christianity as a world religion, multi-cultural Christianity, teaching methods and curriculum development. The results also highlighted the low level of resourcing

through which RE departments had to operate – the annual capitation per pupil in 83% of schools was less than £1.00. The detailed results were sent back to each school in September 1989. It was clear therefore that high quality TV programmes which could be videoed for free by cash strapped RE departments was to be the way forward.

There was however one major stumbling block for any project attempting to produce a nationally usable resource in RE – the lack of any nationally agreed criteria and guidelines as to the nature of RE and its subject content. Although the 1988 Education Reform Act had specified that the majority of the time at each key stage had to be devoted to the study of Christianity, decisions as to how this was to be achieved were left in the hands of the 150 local SACREs each producing their own locally agreed syllabus. Accordingly, a sample of these syllabuses was analysed to discover the extent to which there were common features across the syllabuses and the emergent results informed the subsequent planning.

The Jerusalem Trust was already developing work in mainstream broadcasting and one of their key advisers was Alan Rogers, Head of BBC School Television. He reacted very enthusiastically and suggested a co-production between his department and Culham. The resultant plan was for a set of five pupil programmes specially filmed in Brazil, Italy, the USA, South Africa and England looking internationally at different aspects of Christianity and its place in five different types of world – changing, material, human, musical and media worlds. Many teachers had indicated that they struggled to convince their students that there was a variety and richness beyond some of the immediately local manifestations of Christianity and that TV would be a way of extending horizons.

A very experienced TV producer, John Forrest, was assigned by the BBC and Diana Lazenby acted as Culham's co-producer. It was decided that the use of two teenage presenters would be an effective way of establishing immediate rapport with the audiences, but how were the potential presenters to be identified? What John Forrest needed was a short three minute video tape of each potential presenter talking to camera and so a national competition was organized. To obtain maximum value from the exercise, the competition was widened to enable pupils to look at Christianity in their own neighbourhood and relate what they saw to their personal experience and to the wider world. Pupils were able to express their ideas through any medium they liked and the overall competition pack provided teachers with a substantial unit of work for all their pupils. Over a hundred schools submitted entries and many more used the material but found the competition time constraints too tight. There were prizes for the winning schools and pupils, with prize givings and associated exhibition displays held at five regional centres. These culminated in a national exhibition and prize-giving hosted by The Hon Tim Sainsbury MP in the House of Commons with the prizes presented by the Education Minister, The Rt Hon Tim Eggar MP.

Out of the competition two presenters were chosen, Rosie Sheehan and Chris Rogers, and they travelled with the film crews to the various destinations. As John Forrest predicted on seeing the initial three minute video, Chris Rogers subsequently became an established figure in TV journalism. Two related booklets were written, one a teachers guide on how to best use the programmes in RE lessons and the other a more detailed textbook. Six RE teacher reference and focus groups were also established and

extensively used to ensure the programmes were classroom friendly and in keeping with mainstream RE developments.

First transmission was in early 1992 and reviews were generally very positive. Whilst the occasional reviewer was overwhelmed by the kind of fast-moving split-screen style associated with the Janet Street-Porter regime at BBC2, even they recognized that 'the target audiences will take to these videos immediately'. BBC viewing figures revealed that for the first programme 'outing' 28% of schools were using them across a wide range of classes – apparently 6% would have been considered reasonable and 13% good. The teachers' programme also had a high rating of 16% against an expected 6 – 10%.

The BBC also decided to produce a boxed set containing videos of the TV programmes and the teacher and pupil books. Although the original aim of having the boxed sets was to extend usage to Church and youth groups and also to the overseas market, it transpired that a number of RE teachers were also buying them despite the programmes being available on air for free downloading – perhaps motivated by a techno-fear of the VCR or the complexity of arranging for the resources department to record five programmes on consecutive weeks. An unexpected outcome of this commercial development was that Culham, as a co-producer, was given income rights on the sales which it was able to use to offer discounts to schools.

Teacher feedback suggested that far more would have used the competition resources and entered the competition itself had the timescale not been so constrained by the need to identify the two teenage presenters. So a second competition was launched based on the TV programmes. Pupils were to take one of the five programme themes and interpret it in their own way using art/craft, video, written word or audio-visual media. Following the judging, a prize-giving and exhibition of the entries was held in September 1993, again in the House of Commons hosted by The Hon Tim Sainsbury MP, and most unusually the prizes were presented both by the Secretary of State for Education, The Rt Hon John Patten MP and by his Minister of State, Lady Blatch. The latter had slipped in to lend support and found herself hauled up onto the platform by her boss! The event enabled Culham to showcase future projects including the proposed CDi for a primary RE project. Also John Patten's speech attracted considerable media coverage.

The programmes were planned originally on the basis of a five year life and were transmitted nine times. However once a resource gets embedded in a school curriculum there is a temptation to keep it well beyond its 'use-by' date. This can cause particular problems where a resource has been designed in a very contemporary style. Certain sequences had a longer term life but with hindsight others which worked very well at the time should have had a self-destruct device built in for automatic activation after say ten years! Teenage hairstyles and fashions date very quickly.

Arising from the RE competition and prize-giving, four short TV programmes on the teaching of Christianity were developed. One was a ten minute Q&A programme which was broadcast four times and the other three were five minute programmes which could be used as 'fillers' between longer programmes within the School TV schedule. The one based on the story of Zacchaeus and Nicky Cruz using shadow puppets was

particularly popular and used on many occasions by the BBC scheduler, a person with whom Culham had developed a particularly positive working relationship. Whilst these programmes were used alongside other RE transmissions, they also had significant drop-in audiences from other subject areas and from the general public.

### ***Eggshells and Thunderbolts: a multi-media project on Christianity in primary RE***

When the decision was made to run initially with a co-production for secondary schools, the intention to follow with a resource for primary RE was clearly flagged and in January 1991 the Jerusalem Trust offered a grant of £403,000 over three years to develop such a resource.

A market research questionnaire was sent to a random sample of 3,500 primary school head teachers and the results were presented and the implications discussed at a national seminar at Culham in October 1991. The conclusions, published in a report *RE and Collective Worship in Primary Schools*, were stark. RE was given a low resource and time priority in relation to National Curriculum subjects; trainee teachers received a totally inadequate grounding in RE; there was little out-of-school in-service training available; what in-service training was done was school based and rarely involved external consultants leading to 'a sharing of bafflement' and a 'recycling of their own inadequacies'. Furthermore, many of the schools either did no explicit RE or claimed it was delivered largely through collective worship or implicitly through integration in other curriculum areas.

The intention was to develop a tri-media in-service training package for primary teachers consisting of two thirty minute TV programmes, ten radio programmes each of fifteen minutes and a teacher book. The electrical company Philips had recently launched a highly innovative and interactive CDi player which could be connected directly to a TV screen. Using specially designed CDi disks, the medium was seen as being particularly well suited for use by primary pupils and the National Council for Educational Technology embraced the innovation with great enthusiasm. Accordingly it was decided to add a CDi disk making the package into a four medium one.

The two TV programmes were to deal first with a ground clearance exercise targeting teacher reluctance to teach RE and their lack of subject knowledge. The bulk of the programmes were then to focus on a positive presentation of issues relating to the teaching of Christianity in a way that would enable the average class teacher to handle the subject.

The package was launched at a press conference in the Council Chamber of Broadcasting House on 1<sup>st</sup> December 1993. Compered by the newsreader Martyn Lewis, the material attracted considerable interest, partly on account of the CDi component and partly because it was the first fully multi-media package launched by School TV beating a large science package by a couple of months. In the somewhat secular corridors of the BBC, this 'first' did not go down very well and indeed it subsequently came to light that had it not been for Culham ensuring the original timeline was maintained, the package would have been launched after and not before the science one.

An innovative aspect, which was much valued by teachers and which ensured the use of the programmes in their video form for many years to come, was the filming and subsequent discussion about actual RE lessons in progress. This enabled teachers to connect immediately with the realities of the classroom. The package, in its boxed form, was marketed and distributed through the BBC's commercial arm and was widely advertised including making a star appearance on the Philips stand at the British Educational Technology Exhibition in London in January 1994. Not only did the collaboration with the BBC enable high quality programmes to be developed, it also gave access to the experience and advice of their team of education officers and to their marketing system.

The TV and radio programmes were all given transmission slots and by the end of 1994 the TV ones had been broadcast six times. Sales according to the BBC yardsticks were buoyant and income from rights allocated to Culham as a co-producer was used for further broadcast development work. This was the second time Diana Lazenby had worked with the BBC as Culham's co-producer and wider recognition came when she was invited to chair the judges' panel of the education section for the awards at the British Multi-media Exhibition at Earls Court in June 1994.

As part of the Jerusalem Trust's concern to ensure that all its projects were properly evaluated, Culham established a small group to undertake this role consisting of the BBC's Chief Education Officer, the head of the RE team at the Department for Education and the school liaison officer from Philips. They were joined by Tony Parfitt who had just stood down as the only HMI with a specialism in Educational Technology and who had a substantial track record of evaluating the relative effectiveness of various IT initiatives in schools.

The one disappointment was that despite all the hype about the CDi platform and the recognition within the education world of its substantial potential for primary schools, Philips conspicuously failed to market it. The platform was allowed to languish and the alternative computer driven CDRom platform filled the void.

### ***What's on: mainstream religious broadcasting as an RE resource***

In November 1992 the Jerusalem Trust made a grant for the production of newsletters to alert teachers to forthcoming TV programmes which could provide good curriculum material for use in RE lessons. The newsletters were also to contain background notes on how the programmes might be used. Whilst there were clear structures in place for alerting teachers to relevant material transmitted by the school departments of the BBC and ITV, there was also a considerable amount of high quality material within mainstream broadcasting which was highly relevant to the teaching about Christianity in schools but which teachers rarely discovered in time to video it.

The initial intention was to work with programme producers and develop teacher support material to be made available in advance of transmission. The benefit for the producers was the potential for increased viewing figures. However, it was then discovered that competition between television stations had become even more intense and one of the results was that it was virtually impossible to obtain information about

future programmes sufficiently in advance to produce useful information for teachers, at least in written newsletter form.

It was therefore decided to switch to electronic means as being a fast and flexible way of getting information about forthcoming broadcasts in time. The first route was through a collaboration with the BBC whereby programmes could be cross-referenced on Ceefax/Teletext. There was also the nationally run educational site Campusworld. Culham was given advance notice of what would be broadcast and then had time to flag them on both these sites and also on a dedicated page on its own website. At a later stage both the BBC and ITV developed more responsive listings for forthcoming programmes which could be trawled through and RE relevant ones identified and listed on the Culham website. Following the end of the start-up grant, the project was mainstreamed into Culham's overall portfolio and was then managed operationally by Dr Graeme Watson in collaboration with the Religion and the Environment Project (REEP).

There were additionally four projects whereby Diana Lazenby was able to work alongside the development of mainstream TV series and write booklets specifically for RE teachers on how to use the programmes. The first was Tony Robinson's *The Good Book Guide* in 1994, a series of eight broadcasts looking at the Bible and its development. The teacher notes were published by the BBC and included in their marketing to all schools. A further set of broadcasts focused more specifically on aspects of the Old Testament and given that this area did not feature very significantly in RE syllabuses it was decided to do a slimmer set of teacher notes mailed directly from Culham.

*Soul* (an introduction to the new cosmology: Time, Consciousness and God) was produced by Angela Tilby and broadcast on BBC2 and marketed as a set of videos. Again, teacher notes were written by Diana Lazenby and the booklet produced and marketed by the BBC.

The final teacher guide was for the highly successful animated Bible series *Story Keepers* which was first shown on ITV in Spring 1997 on Sunday mornings. Viewing figures were extremely high and several repeat transmissions were made and the series went on to be an international success with the dialogue being translated into a number of languages. At a later stage the programmes were packaged as videos and the teacher notes included in the version for schools.

### ***Living Stones – the story of Christianity in Britain*** (secondary 11 – 16)

Following the successful launch of *Christianity in Today's World*, the Jerusalem Trust decided in 1994 to commission a complementary project focusing on the British scene. CDROMs were then the latest electronic platform and so it was decided to make a disk focusing on 12 stories tracing the history of Christianity in Britain and bringing the story up to the present. Although the material was usable on a cross-curricular basis, its central emphasis was on the first-hand experience of faith – an issue that was most effectively communicated by video rather than text.

The twelve short scenes focused on important figures in history and the buildings with which they were associated. They included St Columba, St Cuthbert, Sir Thomas More, William Tyndale, John Bunyan, John Wesley, and stories about the two cathedrals in Liverpool and about multi-ethnic Christianity in Coventry. The disk also contained additional material such as music, interactive maps, activities and a game.

The disk was marketed both through the Christian Education Movement (CEM) and through Lion Publishers. The initial supplies of the CD Rom disk were sold out and a re-press was necessary.

### ***Belief File Christianity***

Whilst Living Stones was an immediate complement to the TV series on world-wide Christianity, the BBC was also keen to develop a broadcast series on Christianity in Britain and so a further co-production was agreed by the Trust. The first stage was to undertake some market research in order to obtain the views of the target audience - the heads of RE in the English and Welsh secondary schools. A questionnaire was sent to each school and 1,750 replies were received and analysed. Conclusions significant to the programme development included the very poor resourcing of many RE departments [53% spending less than £1.00 per pupil on RE] and the widespread use of BBC and C4 broadcast material in RE lessons. Both findings supported the decision to invest in programmes which would be free-on-air to schools.

Based on the questionnaire results it was agreed to go ahead and a set of five TV programmes for secondary pupils aged 11 - 14 were produced. They were first broadcast in 1996 and by summer 2000 they had been transmitted six times. The programmes were as follows:

1. What's it all about? – the search for a deeper meaning in life
2. Many voices – history and diversity
3. Follow the star – signs and symbols
4. Faith in action – community and religion
5. Something to offer – personal quests.

Five additional resources relating to the programmes were produced as follows:

- i) a free-standing package of a video and teacher support material available in an A4 folder. Initially Culham produced this and it was marketed and distributed through CEM. However, in 1998 the BBC agreed to add it to their catalogue. Their initial reluctance to include it despite it being part of the overall broadcast package was apparently related to issues of editorial control
- ii) a sixty minute programme entitled *Resources for Belief File: Christianity* was broadcast twice on BBC night-time's Learning Zone
- iii) two five minute filler programmes were produced and transmitted
- iv) a teacher programme entitled *Four Lessons and a Funeral* was first transmitted on BBC's night-time Learning Zone in November 1997 and had its first daytime transmission in April 1998 and a further one in 1999. It was accompanied by a teacher book written by Diana Lazenby to go with the programme
- v) Culham developed additional material on the Church's main festivals of Advent, Christmas, Lent, Easter and Pentecost and made it available through its website. This included interactive Advent calendars and Easter gardens. Every year since

then, at least two new special interactive features focusing on the Church's main festivals have been developed, circulated to a wide range of organisations and individuals and made available on the Culham and REonline websites. Over time a substantial bank of such features was built up.

### ***Dottie and Buzz: teaching Christianity in the early years***

In October 1995, the Jerusalem Trust reviewed its overall RE resourcing strategy and decided that Christianity in the early years should be the next target as part of its rolling Christianity in RE Programme. Early years was becoming increasingly recognized as a vital and yet often neglected cornerstone in the overall educational enterprise. With the growth of nursery education it was agreed that that focus should be on the 4 – 7 age range. The importance of establishing secure foundations for the teaching of Christianity at this early stage was seen as vital and yet there was a dearth of high quality televisual resources available.

The following year the Trust gave the go-ahead in principle to the project but on the understanding that it would be a co-production with co-funding from the broadcaster. All past work had been done in collaboration with the BBC but various changes within their structures meant that any new programmes for early years would need to become part of their overall *Watch* series within which there was little room for an outside collaborator. Essentially the Trust would have been paying over a grant to the BBC with little or no opportunity for Culham to work as part of the development process.

By contrast, virtually all the programmes broadcast by Channel4 Learning were made on a co-production basis and so it was agreed to work with them. C4 was the commissioning editor and would pay 50% of the production costs and guarantee a number of transmission slots. Culham was to be responsible for the content, production and delivery of the programmes within a set of specifications agreed with C4. A suitable production company was identified [Prospect Pictures] and a producer selected by them to work with Diana Lazenby who was Culham's Executive Producer.

The focus was to be a set of five ten-minute TV programmes. Each could be run either as a complete ten-minute sequence or be split into shorter two or three minute sequences for teaching purposes and for use on interactive media. Additionally there was to be a video of the programmes, a teacher guide, a poster and pupil books including a 'big book' for use in the literacy hour. Once the programmes had been completed and in time for the launch, a dedicated Dottie and Buzz website was designed and built by Tony Parfitt.

The programmes themselves were fronted by two puppet children, Dottie and Buzz, who had a series of adventures through which various key RE strands were explored. The puppeteers 'Hands Up Puppets' developed a particularly innovative way of working which enabled the puppets to interact not just with other puppets but also with real people in the real world thus giving a strong sense of immediacy and relevance to the adventures.

Developing the programmes was in itself quite a rollercoaster. As was the norm at C4, the production company had a little experience of producing programmes for schools



but none for RE and was inevitably more interested in ensuring high production values and clever content than in the RE purpose of the venture. However, the combined forces of Diana Lazenby and Rosemary Peacocke ensured that the RE purpose remained foremost and this creative tension led to the series being nominated for a Royal Television Society Award in 1999. However, at the glitzy awards dinner itself, when it was discovered that Dottie and Buzz was competing against the BBC's multi-million pound Teletubbies series, the Culham team realized the playing field wasn't entirely level! Dottie and Buzz also received a 'highly commended' prize at the 2001 Sandford St Martin RE Awards ceremony for the programme on baptism.

One of the programmes centred on the baptism of Dottie and Buzz's baby sister. This was the one with the most explicitly religious theme and was nearly derailed as a result a theological controversy. A friendly clerical contact offered himself and his parish church for the scene but after discussion with fellow clerics and a ruling from the diocesan bishop the offer was withdrawn. The problem turned out to be that an inanimate object such as a puppet cannot be baptized. When pointed out that most ordinands practiced their baptismal techniques on dolls whilst at theological college, the retort was that was done out of sight behind closed doors and not broadcast nationally on TV. Point taken. Neither could an actor be used, as a baptism carried out by a lay person is considered legitimate. Given that rulings had been made and positions taken, it was felt to be inappropriate to simply try another diocese.

Eventually a solution was found. A friendly hospital chaplain lent his chapel for the occasion and fortunately the chapel was one which looked like a small parish church. Then the baptism was taken by Tony Parfitt, one of Culham's consultants who was also ordained. What he did in the scene was first to explain to the assembled company what he was going to be doing and the words he would be using. Then he moved to the font and did the actions of baptism but without using the words – the camera at this point taking a longer shot. So technically it wasn't a baptism, a puppet had not actually baptized and as an insurance policy Culham had obtained a ruling from a different episcopal source that this was sound theologically. A final endorsement came from the Bishop of Wakefield in his capacity as Chair of the Church of England's Board of Communications who was very enthusiastic about the sequence and said he was planning to use it for baptismal preparations.

The programmes and their accompanying support materials including an innovative website were launched at a reception at C4 in September 1999 and first transmitted that term. The value of having an early years broadcast on Christianity being transmitted on the eve of the millennium was seen by many as an added bonus. The programmes went on being periodically transmitted until 2006 when they were made available on a DVD. With the demise of C4's education department the resources were transferred to a central marketing agency which continued to sell the DVDs until 2010. Fourteen years on, with the central characters being puppets, the programmes are still highly usable and are still being used.

### ***Dottie and Buzz for the pre-school and foundation stage***

Building on the success and popularity of the C4 Dottie and Buzz programmes, in 2004 the Trust awarded a scoping grant for investigating the possibility of creating a similar

set of resources for foundation and pre-school [3 – 4] aged children. It was decided that for this age group, and especially for educational settings such as playgroups and nurseries, television would not be the most appropriate medium.

The original website for the 1999 C4 production had been designed in part to illustrate how young children could handle online materials and was very innovative at the time. It continued to be developed during the following years and its enduring popularity illustrated the dearth of online resources for this age-group. In the light of this it was agreed that a web-based resource would be the best way forward for this next project. There were some issues over the ownership rights on the characters of Dottie and Buzz and also over how best to present them in a web format but these were eventually resolved.

The resultant resource consisted of ten stories each with its own extensive support material plus a DIY dolls church which could also be adapted as a crib for Christmas. The stories were based on the Church as a focus in the community, on rites of passage and on Church activities which were interwoven to create the feeling of moving through the year with the Church community.

Support materials included specially commissioned songs to sing along to, related Bible stories, glove puppets and outline characters, cooking and craft features, activities for the dolls church, and notes for teachers and parents. The original Dottie and Buzz puppeteers contributed to additional filming and voice-overs and the songs and music were written by Michael Grimmitt who, as well as being a renowned RE academic, was also a talented musician.

The whole project was web based and launched in May 2009. After the initial scoping grant of £5,000, the rest of the resource was financed from the sale proceeds of the earlier C4 co-production. The resource had its own web address but sat within the REonline family. However, when REonline was redesigned in early 2013 and a new web development company used, it transpired that for technical reasons the Dottie and Buzz website could not be transferred to the new site and so it was no longer accessible.

### ***Making existing material on Christianity better known***

In 1998, in collaboration with the National Society's [Church of England] and the British and Foreign School Society's [Free Church] national RE centres, and with a grant from the Trust, Culham produced a substantial booklet listing a range of resources for teaching about Christianity in primary schools. As well as giving the title and related details of the resource, many of the entries included a descriptor sentence especially if the resource title was not that specific or clear. 270 books were listed along with 44 videos, 26 CDROMs, 10 poster packs and 15 institutional sources for help and advice. Websites had not yet come of age and so only 5 were listed. Mary Hayward from the York RE Centre wrote an introduction giving advice on how to choose and use resources for teaching about Christianity.

The resource was produced as an attractive glossy booklet and subsequently sent to each primary school in England and Wales as an appropriate millennium gift. At a later stage the material was transferred onto the Culham website.

### ***BBC Watch teacher programme on teaching Christianity at KS1***

This package consisted of three pupil programmes and a teacher programme and was first broadcast in October 2003. In 2004 all four programmes were made available as a video along with three big books, a teacher resource book and an associated website. A teacher focus was on how to devise and deliver a scheme of work for use in the primary school classroom. Kathryn Wright was the RE adviser to the programmes and worked closely with Diana Lazenby who was Culham's producer. In terms of dissemination of the resource, the BBC's marketing system was particularly advantageous and was one of the several benefits of the collaborations with them.

### ***Project management and accountability***

For the whole period from 1988 onwards Culham worked closely with the Jerusalem Trust and in many senses, and especially in the earlier stages, Culham acted as a type of 'managing agent' for the Trust in the area of Christianity within the school RE curriculum. An Education Advisory Group was established in 1990 and John Gay was one of its members through to a Trust decision in 2011 to disband the group. The group was chaired by one of the trustees who reported back to each meeting of the Trust itself. Additionally, each year the group met with the trustees and gave direct reports on their projects and they also met with their media counterparts who formed the Board of Jerusalem Productions.

Each project which Culham undertook emerged out of initial trustee discussions and subsequent directional steers from the Trust officers. Culham would then present the Trust with a formal proposal which would go through the grant application process in the normal way. Once agreed the project would be managed by Culham which was responsible for successful delivery within the agreed timescale and cost ceiling. Update reports would be presented and discussed at each of the three annual meetings of the Advisory Group and at the annual meeting with the trustees.

Accountability was essentially a product accountability and there was very little expectation or requirement on the part of the trustees for the Trust to be involved in the project processes themselves. For three of the larger projects an external evaluator was appointed. However, given that all but one of Culham's projects resulted in viewable outcomes, and that the trustees were always invited to launches and usually at least one attended along with an officer, the trustees were usually able to evaluate the output themselves as well as using the feedback from external evaluators, viewing figures, press and teacher reviews etc. In the case of the *Dottie and Buzz* co-production with C4, two of the trustees gave it to their grandchildren to watch - who fortunately gave it the thumbs-up!

Perhaps the most stringent aspect of the evaluation and monitoring of the co-productions with the BBC and Channel 4 was that all the broadcast programmes and associated print and other resources were subject to the rigorous quality control and

review systems of the broadcasters themselves. Both channels had clearly defined production standards and criteria which had to be met. Both had a team of education officers who promoted the programmes and also assessed teacher and pupil reactions to them. The Culham team worked within their parameters but at the same time brought to the table a breadth of RE subject expertise well beyond what might otherwise have been available to the broadcasters. Both parties therefore benefitted from the co-production arrangements.

## **4. The St Gabriel's Trust**

### **Transition from College to Trust**

St Gabriel's College was founded in 1899 by the Vicar of St John the Divine Kennington, the Revd Charles Edward Brooke, as a Church of England teacher training college for women. Housed in purpose-built premises in Kennington South London, apart from an evacuation to Culham during the First World War, it remained there until its eventual closure.

The 1970s heralded a period of considerable change in teacher education resulting in what has been described as the 'massacre of the colleges of education'. St Gabriel's wasn't to escape and an absorption into Goldsmiths was decreed by the DfE. The final intake of students arrived at St Gabriel's in 1975 and their integration into Goldsmiths was completed by 1978. 17 staff went with the students, 11 were made redundant and several retired.

The new St Gabriel's Trust began modestly in 1977 with a total capital fund of £301,000 being the residue of its one-third share of the sale of the College premises to Goldsmiths College after paying back a grant to the Church of England's Central Board of Finance. This capital share was to be retained as the 'religious interest' of the foundation and the income used according to a scheme drawn up by the Charity Commission. In the first ten years income was normally just under £30,000 and by 1987 the total funds had risen only slightly to £416,000.

During this initial period Goldsmiths was the prime recipient of the income which went towards pastoral care work and supporting the religious studies department. Small annual grants were also given to the National Society's RE Centre which had begun its life at St Gabriel's but subsequently moved to the Maria Assumpta Centre in Kensington Square [see the fuller history of the centre by Colin Alves in Appendix 3]. Small personal grants were also awarded.

In 1987 Goldsmiths became a school of the University of London and part of the process involved a reappraisal of its finances and sites. The St Gabriel's site was somewhat remote from the main campus and therefore a decision was taken by Goldsmiths to dispose of it. Fortunately the original sale agreement had included a reverter clause and so the Trust was able to buy back the property at an advantageous rate and eventually sell it on for use as an accountancy school.

The resultant capital receipt greatly enhanced the Trust's potential spending power. Total funds jumped to £2.160mil. Links with Goldsmiths were loosening and its decision to close its religious studies department meant the Trust's earlier commitment to fund a chair in Christian studies was no longer applicable. However, the Trust did agree to give support for three years for a lectureship in RE. Although the Warden of Goldsmiths remained an ex officio trustee, the Trust itself no longer had an ex officio place on the Goldsmiths Council.

The question of the old St Gabriel's chapel remained an issue. The freehold of the chapel had been included in the overall sale of the College. However, there was a covenant

attached to it whereby it could not be used for purposes other than religious worship in accordance with the principles of the Church of England without the written consent of the St Gabriel's trustees. Heating and maintenance of the chapel was costing Goldsmiths £3,500 per annum and virtually the only user was the parish of St John the Divine Kennington which contributed £260 per annum towards the costs. The trustees were not in a position to reimburse Goldsmiths and it was clear that the current position could not continue.

In 1986 a review concluded that the chapel was not being used effectively by Goldsmiths and neither was there any significant parochial need for it within the parish of St John the Divine. Subsequently Goldsmiths sold the St Gabriel's campus including the chapel, the restrictive covenant on the chapel use was lifted, the Brooke memorial was transferred to the Brooke School, the reredos became a permanent memorial to the College in the Lady Chapel of St John's and the organ was purchased and removed to the neighbouring parish of St Stephen's. So by November 1989 the Trust no longer had any residual responsibilities relating to either the chapel or any of the old college site.

The Trust also owned a house at 20 Shardloes Road which was sold to the Southwark Diocese for £85,000 and this capital was transferred to the income fund. The residue of Dr Paul's library was given to the College of St Paul and St Mary Cheltenham and in 1991 all the records of the old college were transferred to the Church of England's Records Centre in Bermondsey.

Certain pieces of college furniture and its art collection had been loaned to Goldsmiths at the time of closure and for the next 30 years these were to form a recurrent discussion item at trustees meetings. In 1992 an inventory was drawn up and in 1993 the insurance value was estimated at £80,000 for the art collection and £50,000 for the furniture. That much of the art languished in a Goldsmiths store rather than on display was a regular source of irritation to the trustees.

As custodian trustee and having two places on the Trust by right, the National Society had always had a significant role in the Trust's development. Indeed in 1987 when Goldsmiths sold the college property and the reverter clause took effect, Colin Alves reminded trustees that the Society had been the original joint vendor with the Trust and thus enjoyed a joint option with them. In practice though, this option was not put into operation.

### ***Trust realignment***

An internal review paper written by the Trust's chairman, Anne Lamb, identified 1987 as the end of the Trust's first phase. In February 1989, now that their assets were so much greater, the Trust held an 'away-day' to discuss their overall strategy. They decided that their terms of reference were already wide enough and they recognized that even if they had wished to modify the terms it was unlikely that the Charity Commission would agree. However, they did decide to modify and rationalize the trustee composition and a revised trust deed came into operation in 1991. This was revised again in 2001 when the number of ex officio trustees was reduced from three to one with the Warden of Goldsmiths and the Vicar of St John the Divine losing their ex officio places. The one remaining ex officio was to be the General Secretary of the

National Society. Furthermore, the number of nominated trustees was reduced from three to two – one place each for Goldsmiths and the National Society. The number of co-opted trustees went up from five to nine.

The next ten year period from 1987 - 97 saw the total funds rise from £2.160mil to £4.153mil generating an annual income averaging around £200,000. In 1998 and 1999 the further reverter sales of two old college hostels surplus to Goldsmiths requirements along with capital growth due to high interest rates saw total funds rise to £6.326mil. In the final twelve years from 2000 - 2012 the fund's capital value experienced a seesaw effect due to changing economic conditions dipping to £4.586mil in 2002, peaking at £7.459mil in 2007 and settling at £6.375mil in 2012 at the time of the merger with Culham.

Within the category of 'total funds', trusts are obliged to distinguish between their permanent endowment, which cannot normally be spent, and accumulated income which they are expected to spend. A reasonable cushion of between 6 months and 12 months' worth of normal expenditure can be carried forward as accumulated income on the basis of operational prudence but unless a trust is 'saving up' for a big future project accumulating further income is not considered good practice. Trusts are expected to spend their income in the furtherance of their trust objects.

Trusts are also expected to maintain a balance between generating a reasonable level of income from their funds and at the same time ensuring that the value of their capital is maintained and if possible enhanced. During the final twelve year period, income climbed steadily from £217,000 in 2000 to £313,000 in 2011. At the point of merger, St Gabriel's transferred into the new trust its £5,740,653 of permanent endowment and its £634,481 of unrestricted income.

### **The work of the Trust**

1989 was a watershed for the Trust. In that year it became a substantial player with an annual disposable income of around £200,000. But rather than rushing out immediate expenditure plans, it took stock and so for the first two years only a third of the income was spent. Essentially the Trust decided to divide its operation into three – personal grants, corporate grants and its own St Gabriel's Programme.

During the period from 1989 to the Trust's merger in 2012 approximately 47% of its income was given as corporate grants, 8% as personal grants and 34% spent through the Programme with the remaining 11% going on administration and other necessary core costs.

### ***Personal grants***

The Trust had always been prepared to consider requests from individuals for personal grants to further their work especially in RE teaching. There were significant peaks and troughs in the totals given each year ranging from £1,400 to £36,000. Clearly the Trust was always dependent on receiving appropriate applications which fitted within the terms of its grants policy. Over the years regular help was given to teachers undertaking MAs at King's London, RE open learning diplomas through the Stapleford Centre and

certain courses at Goldsmiths. On account of the complexities and costs of helping overseas students, such grants were rarely given.

### ***Corporate grants***

The Trust always responded to corporate applications and considered each on its merits. As a result, over the years a large number of organisations were helped with grants usually of a one-off nature and under £10,000. In addition, there were a few projects which were closer to the Trust itself and which, over a period of time, received more substantial help.

Foremost among these core recipients was the National Society. This was not surprising considering the Society's RE Centre was originally housed in the College and that the Society was the Trust's custodian trustee and had ex officio representation on the Trust. Grants totalling over £200,000 were given to the RE Centre and after it was closed further grants were awarded for other related activities including £65,000 in 2011 for a school worship website. By the end of 2011 the National Society had received £322,000 in grants.

Whilst the Trust itself did not have a geographical limitation or focus to its work, nevertheless having emerged out of a south London college and with a Southwark Diocesan Board of Education nominee as a trustee, it was natural that the Board should look to the Trust for help and received grants totalling over £100,000. Similarly, the Education Centre in Southwark Cathedral received regular but much smaller amounts. Further help was given to the Charles Brooke Church of England School, which had the same founder as St Gabriel's, and in particular a grant of £70,000 was given towards its chapel.

Until 1987 Goldsmiths College received an annual grant of £12,000 towards its religious studies department and in 1990 a grant of £81,000 was given for a three year fellowship in RE. In all the College received £152,000 from the Trust. However, the original intention of establishing a chair in Christian studies collapsed when the College closed its religious studies department.

The Religious Education Council of England and Wales up until 2009 had received two modest grants totally £7,000. However, from then onwards the Trust became a major sponsor of the Council giving £30,000 towards the RE Festivals, £170,000 for RE promotional work, £16,000 for a think tank and developing a strategy for CPD, and £69,000 for the RE Quality Mark.

Other projects which received significant financial help included:

BBC School TV RE in-service training programmes - £50,000

Bible Reading Fellowship for Barnabas work in schools - £30,000

Church of England Adult Education course - £25,000

King's College London project on RE in Church of England schools - £63,000

RE and Special Needs project at the West London Institute for HE - £90,000

St John's University Tanzania – equipment for RE teaching - £20,000

Stapleford Centre for RE - £42,000

University of East Anglia RE research fellow - £38,000



Other external projects helped, but with smaller grants up to £20,000 included:  
All Faiths and None for improving the quality of spiritual education  
Association of RE Inspectors, Advisers and Consultants for material publication  
Biblos RE Project at Exeter University  
Bloxham Project research on school chaplaincy  
London Diocese collective worship project  
North of England Institute for Christian Education  
Queens Foundation Birmingham  
South London Multi-faith Centre for RE materials  
Spinnaker Trust for RE lessons  
St Alban's Cathedral Education Centre  
The Professional Council for RE  
Warwick University RE distance learning course  
Warwick University research on student attitudes to faith

Through its active role in the Association of Church College Trusts, St Gabriel's played a key initiating and supporting role in several collaborative projects including:  
Exchange - £3,400 pa over a number of years  
MA in Church School Education through a consortium of surviving Church colleges - £58,000 over 7 years.  
REonline - £179,000 over 8 years  
TeachRE project - £164,000 over 7 years

### ***The St Gabriel's Programme***

See pages 75 - 93

### ***The Centenary of St Gabriel's College and the Millennium***

To coincide with the need to develop activities for the Millennium and for the St Gabriel's Centenary, the Trust appointed Carol Robinson, one of Culham's staff, as a fulltime Development Officer to undertake the work. In January 1999 a seminar on millennium RE projects was held in the crypt conference centre of St Paul's Cathedral and chaired by Colin Alves. This was preceded by a widely circulated newsletter giving details about seventeen existing RE related millennium projects and encouraging RE teachers to develop additional ones. This was a particularly vibrant time for St Gabriel's as it was concurrently involved in launching the collaborative RE teacher recruitment initiative, running the 1999 RE teacher weekend and offering special grants for teacher-led in-service training in RE. All these contributed to a millennial sense of optimism for the future of RE.

On 15 May 1999 a reunion was held to mark the centenary of the foundation of the College in 1899. 550 former students and staff attended a Eucharist at St John the Divine Kennington. The service was conducted by the Vicar, Canon Dr Lyle Dennen and the address was given by a former curate who was then the Church of England's Chief Education Officer, Canon John Hall. The service was followed by a reception at Charles Edward Brooke School which was named after the clergyman who founded both the College and the School. After the buffet lunch a presentation was given on the various

aspects of the Trust's work which was accompanied by a substantial exhibition displaying both the College's history and the current work. Prior to the reunion Anne Lamb collected a series of reminiscences from former staff and students which was published under the title *Remembering St Gabriel's*. Two days after the Reunion, the TS Eliot symposium was held as part of the centenary celebrations [for further details see separate section on Symposia pp 91 - 92].

### ***Collaboration and merger***

During the 2000s the Trust's work progressed steadily through the St Gabriel's Programme, through its collaborative involvement in sponsoring the developments of REonline and the TeachRE project and through its corporate and personal grant awarding programme.

One of the St Gabriel's Trustees, Arthur Pendlebury-Green, was particularly enthusiastic about encouraging collaboration among the trusts wherever and whenever possible. He chaired the Association of Church College Trusts for a number of years, was a key supporter of the St Gabriel's Programme and was central to the establishment and ongoing work of REonline and the TeachRE project. In the afternoon of his funeral service in Folkestone on 22 April 2009, as Priscilla Chadwick and John Gay walked along the seafront reminiscing about Arthur and all the collaboration that he had encouraged, it became clear to both of them that the merger of St Gabriel's and Culham was an obvious next step. However, both recognized that it should not be rushed and that an evolving discussion over a period of time would be the best approach. Accordingly, a gradual groundswell of support for the merger developed and by later 2010 the momentum was sufficient for formal discussions to be held. In June 2012 the two trusts merged into the new Culham St Gabriel's Trust.

## **5. The St Gabriel's Programme**

### **A collaboration between St Gabriel's and Culham**

#### **Origins and background**

The first meeting of the Programme was held at Church House Westminster on 12 July 1990. Chaired by Priscilla Chadwick, St Gabriel's was represented also by Colin Alves, Peter Duffell, Anne Lamb and Roger Martyn whilst Culham was represented by its Chairman Steve Denny, Brian Kay, John Gay and Diana Lazenby.

It was agreed that the Programme should:

1. be an innovative development building on the St Gabriel's Trust's antecedents as a college and capitalizing on its autonomy and flexibility
2. be able to take initiatives that others may not be able to take on account of their lack of resources or their constitutional and operational constraints. This assumed an acceptable level of risk taking
3. be developed on the basis of a rolling plan
4. build on existing expertise, skills and structures in ways which facilitate and gear up what is already happening
5. identify and address unmet needs.

It was further agreed that the Programme would operate through four interrelated types of activity:

1. Development conferences and seminars. These were to bring together invited experts in a given area to share and develop their expertise
2. Training conferences, seminars and workshops to extend the skills and expertise of the participants eg RE inset courses for teachers
3. High level discussion and 'think tank' seminars for participants from a wide range of backgrounds. These were to be invitation only occasions operating under Chatham House rules with no public reporting
4. National invitation conferences with public reporting and to which the press would be invited.

The Programme was to be managed by the team from Culham and overseen by a Programme Policy Group [PPG] consisting of representatives from St Gabriel's and Culham and reporting to the St Gabriel's Trustees at each of their meetings. Assuming that there was a positive assessment of the value of the Programme [which there always was], a budget figure was to be set by the trustees for the start of each calendar year. This was then to be allocated by the PPG to various activities, with monies being able to be rolled forward for up to three years. This mechanism enabled the Programme to be very proactive and that once an activity was identified it could be put into operation very quickly as the finance was already in place.

The Programme was seen as a collaborative initiative between the two trusts. St Gabriel's benefited from being able to use the Culham team on a cost only basis and with the Director's time given for free, whilst Culham gained from having management responsibility for an additional financial resource and professional advice and support streams. Given that the trust deeds and the interests of the two trusts were very similar, this was clearly a win-win situation.

The one issue which couldn't be quickly or easily resolved was the design of a Programme logo. At each meeting for the next two years the PPG and the St Gabriel's trustees grappled with various versions before eventually agreeing one at the end of 1992. However, in early 1993 further niggles surfaced about the design but after a 'tidying up' process and with great relief a final agreed version was accepted. With hindsight an external design consultant might have been a less stressful way forward!

The Programme ran for 20 years right up to the point at which St Gabriel's merged with Culham. It initiated and sponsored a very wide range of projects and activities which are outlined below.

## **Higher education**

### ***Engaging the curriculum***

Following the identification in the Church Colleges Research Project of the importance attached to seeing the Church colleges as places where Christian insights should be applied to the curriculum as a whole, Professor Gordon MacGregor [Principal of Ripon and York St John and Chair of the Council of Church and Associated Colleges] took up the challenge to coordinate development work among the colleges in partnership with the Programme. The colleges themselves were to cover their staff and associated costs and the Programme the central costs. Furthermore, the work was to be done on an ecumenical basis involving the Free Church and Roman Catholic colleges as well as the Anglican ones.

An opening conference was held in September 1993 with keynotes by the Archbishop of York [Dr John Habgood] and Professor Robin Gill of Kent University. Dr Michael Poole [King's College London] acted as the consultant for the science and religion strand and Professor David Martin [London School of Economics] for the social sciences and religion strand. Most colleges sent their Principal along with a couple of their senior colleagues. The level of seriousness and significance attached to the launch were seen as very encouraging signs. The Programme pump primed the work but most of the cost was covered by the colleges themselves.

Initially collaboration across the colleges was good. A project director and a management team were appointed, clear directions mapped out and various task groups were established to work on particular aspects. It was agreed that an annual or twice-yearly bulletin should be produced in order to disseminate the project round the colleges and more widely into the academic and ecclesiastical worlds and the first one was published in 1994. At the end of 1994, the General Synod held a debate on the Church colleges in which the project was given a very high profile. Indeed, on listening to some of the speeches one could be forgiven for thinking that the Engaging the Curriculum project was one of the main areas of work currently being done in the colleges. It was certainly tapped by the colleges for maximum PR value in order to assure Synod that the colleges were very mindful of their religious origins and identity.

During the next three years, work continued both in developing the various strands and through the bulletins which had grown in size and stature, the seventh and final one in spring 1998 being a 24 page mini-journal. As befitted academic institutions, it was

agreed that the main additional output should be in the form of published Readers. Three national conferences were convened bringing together the participants from each of the three strands [spirituality, English literature and sociology] and the resultant papers were published by Cassells under the series title *Theology in Dialogue*. A fourth area of work on science and religion was published separately by Culham.

As the project progressed it became ever harder to maintain its collaborative nature. Inevitably the colleges were in competition with each other for academic standing and student recruitment. The project directorship changed hands three times and on each occasion the college hosting the project wished to claim more ownership than was perhaps appropriate. The collaborative line was held largely on account of the Programme's funding power but when this came to an end in 2000 the project ceased. However, through its bulletins and books the project had a very significant awareness raising impact and its work has not been superseded by anything comparable since.

### ***Seminars for theologians and RE professionals***

This was held in Durham in summer 1994 and run in collaboration with the North of England Institute for Christian Education. Its aim was to explore the interrelationships between theology and RE although in practice most of the participants already occupied the middle ground between theology and RE and there were no 'pure' academic theologians there – a recurrent problem for RE. A book emerged from the occasion in 1996 *Christian Theology and Christian Education*. The Programme also sponsored Dr Andy Wright's plans for a series of seminars on Christian Theology and Education and the first one was held in July 1999.

### ***Church colleges certificate in RE***

This certificate was devised and managed by the National Society for use by the Church colleges who, on a franchise basis, would teach the courses and award the certificates. In 1991 the Programme sponsored two seminars to examine how this certificate might be extended to cover topics on church schools and also be used by dioceses. The former came to fruition.

### ***RE in the Church colleges***

In Nov 1991 an exploratory seminar was held to report on and discuss the range of work being undertaken in RE by the Church colleges.

### ***Open learning in RE***

In 1994 discussions were held on the possibility of developing a distance learning course in RE on a collaborative basis with the colleges working with the dioceses. A further seminar was held in 1995 and as a result the Church Colleges MA in Church School Studies and in RE was developed. Devising the content collaboratively was much less of a problem than resolving the question of validation. Eventually it had to be left to each college to individually validate the course and students taking it had to be enrolled at one or other of the colleges. Inevitably this led to a break-up of the

collaboration for although all the course materials had been produced centrally and published by Gracewing, recruitment became a competitive activity.

The project had been successful in that the course material had been produced and the courses were running but the wider objective of the colleges working together to make the courses available to English speaking third world colleges and universities never materialized. For this to have worked would have required a stronger level of collaboration among the English colleges than was possible at the time and so in 2003 this heading was removed from the Programme's future funding agenda.

### **National conferences and seminars**

An invitation only *national seminar* was held in November 1991 in Church House Westminster on the subject of 'the Church's future role in education'. Operating under Chatham House rules, it was chaired by Sir Patrick Nairne [formerly Master of St Catherine's College, Oxford] and the initial overview was presented by Dr John Habgood [Archbishop of York]. Other members of the seminar were:

Representing the Churches:

The Bishop of Guildford [Chair of the Church of England's Board of Education]

The Bishop of Leeds [Chair of the Roman Catholic Education Council]

Professor Gordon McGregor [Chair of the Council of Church and Associated Colleges]

Priscilla Chadwick [St Gabriel's Trust]

Representing the Conservative Party:

Baroness Perry [Vice Chancellor, South Bank University]

Sarah Hogg [Head of the Prime Minister's Policy Unit]

Gerald Bowden [MP for Dulwich]

Representing the Labour Party:

Richard Margrave [Labour policy adviser]

Eddie O'Hara [MP for South Knowsley]

Baroness David

Representing the Liberal Democrat Party:

Lord Ritchie

Representing the LEAs:

Ivor Widdison [Secretary of the Council of LEAs]

Andrew Collier [CEO Lancashire]

Given the nature of the seminar, there was no published report or summary, but the opportunity afforded for open discussion and sharing of views and positions was deemed to have been very valuable and significant.

### ***National conference – RE: the way ahead?***

The formal launch of the Programme took place at a specially convened conference on the future of RE held at the Royal Society of Arts in London on 29 June 1992. Its aim was to bring together a wide range of people who viewed RE from varying perspectives in order that they could share these perspectives with each other and help chart a way ahead for RE.

Over a hundred people attended the conference including teachers, LEA and diocesan advisers, representatives of faith communities, HMI, university and college lecturers in RE, MPs and peers, representatives of RE organisations, charitable trust directors and representatives from radio, BBC TV, ITV and the press. The conference was chaired by Professor Stewart Sutherland, Vice Chancellor of London University, who was about to become OFSTED's first Chief Inspector of Schools in addition to his university role/

The keynote speech was given by the Archbishop of York, Dr John Habgood. Drawing on his caution as a research scientist, before he was prepared to accept the invitation, he insisted on a very thorough paper briefing about RE and also spoke with several RE leaders. In his introduction he said:

“A few days ago I was sent a list of participants. This is, of course, the best way to unnerve a speaker – particularly when, as is the case now, you have someone who in this particular field is a non-participant speaking to those who are experts on their own subjects. This is an excellent recipe for making a fool of oneself. But it does have advantages: sometimes the person who is not actively involved in a particular discipline can see things and say things that may not be so apparent to someone who is deeply immersed and whose professional reputation may be at stake.”

In true trinitarian style he then went on to examine first the setting in which RE took place, second the content of RE and then third some of the practical issues which arose from the setting and content. His overall conclusion was that RE was in somewhat of a downward spiral and that making it part of the National Curriculum would help improve the position. This went very much against the predominant view within the RE world and was the first time that the local determination of RE had been seriously challenged. Press headlines quickly followed; “RE must become part of the National Curriculum” Telegraph; “Habgood attacks RE policy” Times; “Out of the fold for too long” Times Educational Supplement.

The Minister of State for Schools, Lady Blatch, had also been invited but due to diary uncertainties was not able to accept a speaking role but said that she would try to drop in if possible. She actually arrived half-way through the Archbishop's speech and at the end of it was asked if she wished to respond to any of it. Having come without her civil service minders who might have cautioned otherwise, she enthusiastically accepted and basically agreed with the Archbishop about the need for a more national focus for the subject. Her own SACRE involvement had left her with very mixed feelings about the value of local determination. She concluded by inviting a dialogue with her Department.

But a dialogue on RE was the last thing her officers wanted and a summary of her comments at the conference was curtly dismissed as being wishful thinking on the organisers' part. Fortunately her response had been taped and so on receiving a transcript her officers realized that inertia was not an option. Accordingly the National Curriculum Council was instructed to work with the RE community in order to develop two model syllabuses based on subject content agreed by working parties for each of the six main religious traditions in the country. These syllabuses were not statutory documents and there was no legal requirement for SACREs to use them but they were seen as the first stage towards bringing RE into the National Curriculum.

At the launch of the Model Syllabuses and the Working Party Reports on 25 January 1994, Lady Blatch deviated from her official speech to give an extended aside about how the syllabuses arose out of the Archbishop of York's call for RE to be part of the National Curriculum.

### ***Conference 1995 – national collaboration in RE***

Following the success of the 1992 conference, a second conference was held on 8 March 1995 again at the Royal Society of Arts. The aim was to provide a similar opportunity for a wide range of people and organisations to come together to discuss possibilities for a more national collaboration in RE. This theme was chosen as there was a widespread view that more could be done to maximize the use of existing talents and resources in RE.

The conference was chaired by Lady Perry who by then had become President of Lucy Cavendish College Cambridge. The keynote address was given once again by Dr John Habgood and shorter addresses were given by Eric Forth who was then the Minister of State for Schools [whose speech was read by Lady Perry as he was prevented from attending by a three-line whip] and by Derek Enright who was the Labour Party Spokesman on RE.

Two key announcements were made at the conference. The first was the decision by the Minister to establish a short course GCSE in RE. Over the subsequent years its popularity grew so that in England 40% of the age cohort by 2009 was taking the course. Equivalent to 5% of curriculum time which was the amount recommended for statutory RE at Key Stage 4 by Ron Dearing in his review of the school curriculum, the short course enabled pupils to obtain a formal GCSE qualification as a result of doing their statutory RE. At the time of its launch there was a fear that schools would simply switch students from the full to the short course and so any benefit would at best be cancelled out and at worst would lead to an overall diminution of the subject. However, in practice this did not happen and over the years numbers taking the full course also grew so that 25% of all pupils were taking it in 2009. Combining the figures for that year for both courses meant that 65% of all pupils were taking a formal GCSE course and exam in RE. The extent to which this figure will be maintained, in the light of all the changes happening in secondary education at the moment [2014], remains to be seen.

Secondly, the chair of the Professional Council for RE, Jeremy Taylor, announced plans for a national RE day in order to promote awareness of the subject and to encourage teachers and others to plan and work collaboratively. One subsidiary aim was to encourage the development of local networks of RE teachers who could collaborate together for mutual support and professional development.

### ***Centenary conference 1999 – RE: coming of age***

This conference, held at Church House Westminster on 30 September 1999, was designed both to mark St Gabriel's centenary as a college and trust and also to provide an opportunity for the RE community itself to have a hard look at key issues affecting RE and to try and map out a confident future for the subject. Accordingly, it was kept much more 'in-house' than the previous two conferences – it was chaired by Ian Wragg



[Chair of the RE Council] and there were no outside speakers. Instead, among the 140 participants were representatives from most aspects and corners of the English RE world.

Prior to the conference itself, a national consultation was undertaken in order to inform the conference discussions. Responders were asked to identify past developments, local and/or national, which had helped to improve RE's status and standing and similarly to identify future developments which might help. Also, given that citizenship and PSHE had recently been introduced into the curriculum, they were asked for their views on the relationship which might/should be between these two areas and RE.

Responses were received from over 250 teachers and 22 RE organisations, the results were analysed and then presented as part of a resource document for conference members. Included also were 32 extracts about RE from various documents and 22 pen portraits of most of the major RE organisations.

The morning session was led by a panel chaired by Colin Alves and consisting of Professors Terence Copley, John Hull and Bob Jackson. Three themes were discussed both by each panel member and then subsequently by conference members in plenary session:

1. the relationship between the aims of RE and those of education in general
2. what is distinctive about RE within the overall context of agreed educational aims
3. the extent to which RE is value-free.

The afternoon session, meeting first in small discussion groups and then in plenary, focused on the various points highlighted in the feedback from the consultation exercise.

There was a follow-up seminar in December 1999 attended by sixteen invited representatives of national professional RE organisations along with national subject officers which agreed:

1. a national conference should be held in 2000 on the balance between local and national determination of RE
2. a feasibility plan should be produced for a national project to communicate the nature of RE and the value of studying it.

As a result of the conference and seminar, a proceedings was published entitled *RE: Coming of Age*.

### ***Millennium conference 2000 – whose responsibility? The balance between local and national in RE.***

This conference was chaired by Lord Dearing at Church House Westminster on 23 October 2000.

The morning session consisted of a series of inputs as follows:

Stephen Orchard [chair of the RE Council] gave a historical perspective of RE.

Ian Berry [Head of the DfE's National Curriculum Division] described the government's position on RE on behalf of the Education Minister, Jacqui Smith.

Lady Blatch [representing the Conservative Party] gave their views.

Barbara Wintersgill's speech focused on Ofsted inspection evidence on the quality of RE. John Keast offered his QCA perspective on RE's position and suggested a possible way forward.

Three representatives of national RE organisations then each spoke strongly in favour of the local context for RE.

After lunch the delegates divided into discussion groups to debate the issues raised in the morning and reported their findings back to the conference. This was followed by a short speech in support of RE by Graham Lane [chair of the Local Government Association]. Lord Dearing then summed up and presented his conclusions.

*A follow-up invitation seminar* was held on 14 December 2000 and was chaired by Stephen Orchard as chair of the REC. Reflecting on the concern raised about the status of RE at the conference, members thought the DfE could help considerably by re-instating RE's position as a core subject and by giving it parity of treatment in its publications. They were also taxed by the likely impact of local government reorganization on the work of SACREs but it was difficult to see what could be done as the sand was still shifting.

But the main focus was on the central area of the conference discussion – the desirability or otherwise of a 'national framework' for RE. The various arguments for and against were rehearsed and the strength of vested interest in keeping RE local was fully recognized. A way forward was considered which was to explore the possibility of building on the existing Model Syllabuses and Schemes of Work from QCA to:

- identify ways in which the content of existing Agreed Syllabuses could be more easily cross-related to curriculum developments in other subjects; and
- develop guidance for LEAs as to how Agreed Syllabuses and the work of SACREs might contribute to the enhancement of pupil performance [especially at Key Stage 3] by the setting of standards of expectation both in the classroom and in the structures supporting the subject. <sup>[SEP]</sup>It would be important for this exploration not only to have support from the DfE [through QCA] but also to involve representatives from all the 'member groups' which make up Agreed Syllabus Conferences. The result of such an exploration could well be the eventual production of a non-statutory 'national framework' which would fit entirely within the existing legal framework.

*A further seminar* was held on 28 June 2001. It was recognised that the seminars had been particularly useful especially as the DfE had not been regularly maintaining their pattern of liaison meetings on RE. It was noted that no ministerial clearance had yet been given for the proposed feasibility study for a national framework for RE and members discussed various contingency options including an 'RE Reviewed' process similar to the one previously undertaken on collective worship. Members also expressed concern about the increasing vacuum for RE support at a national level.

However, in January 2002 John Keast was given the go ahead to undertake a feasibility study for a national framework as part of QCA's work. The REC's Executive, appropriately supplemented, was to be the reference group. At this point St Gabriel's

felt its ground laying had been successfully achieved and that there was no further need for the Programme to keep the issue on its active agenda.

## **Project and training work in RE**

### ***RE teacher in-service training***

The very first activity of the Programme in 1991 was to develop an action research initiative in RE teacher in-service training involving the Christian Education Movement, the London Diocesan Board of Education, Gloucester DBE and LEA, Stapleford House and St Martin's College Lancaster. Representatives from the five institutions attended an initial planning seminar and a collaborative evaluation one at the end of the process at which the lead HMI for RE acted as the external reference point.

During the next two years the Programme sponsored a further two stages in which an additional eleven institutions also took part [Bradford Interfaith Centre, Chelmsford DBE, Cheltenham and Gloucester College of HE, Chester College of HE, Chichester DBE, Canterbury Christ Church College of HE, Liverpool Institute of HE, Oxford DBE, Trinity College Carmarthen, University of Warwick and the York RE Centre].

Subsequent participants were the Southwark DBE, University of Brighton, King Alfred's College Winchester, Manchester DBE, St Mark and St John's College Plymouth and Poynton High School.

Between each stage an evaluation seminar was held and in 1995 a short report was published *The In-Service Training of RE Teachers: the Report of an Action Research Project*. Participants raised a number of concerns including the difficulties of enabling RE teachers to attend RE Inset, schools not willing to see RE training as a priority and the problems of finding good Inset leaders. Reading the report again in 2013 it was interesting to see how the same issues were still recurring.

### ***RE teacher-led in-service training***

Most of the training activities in the above work were led by advisers and teacher trainers. In 1995 it was decided to try additionally to encourage peer-led training whereby local groups would be established and lead their own training. The project was launched with extensive publicity and the first round of grants was given to a combine of six school clusters in Suffolk and a further five nationally scattered school clusters. By 1999 four rounds of grants had been agreed and a fifth planned. In 1999 a review seminar was held and afterwards it was agreed that such grants should continue being made.

In January 2004 the project was reviewed internally having already earmarked £10,000 for a further stage. There was a concern as to how to advertise the grants nationally in such a way that didn't lead to excessive expectations and a flood of applications. In an earlier discussion the importance of the RE teacher association, the Professional Council for RE - PCfRE [which was about to change its name to the National Council for Teachers of RE - NATRE] and of its plans to expand the number of its local groups had been highlighted and so it was agreed to see if a way could be found whereby the association

would act as a 'managing agent' for the Programme. It was agreed that the original criteria needed to be maintained and specifically that any project output should be more in terms of Inset rather than of resource production.

NATRE proposed to hold four regional one day conferences to stimulate new groups and to offer four funded Inset projects to be awarded to the best submissions from these groups. This was seen as a very effective way of both establishing new groups and encouraging teacher-led inset. Lying behind all this was a concern as to the best ways of identifying and nurturing the next generation of RE leaders. The Programme continued to fund the project at the same relatively modest level through to 2010.

### ***Conference for Church of England members on SACREs***

Each diocese was invited to send two of its SACRE members to this national conference held in January 1993 at Church House Westminster. It was addressed by the Bishop of Blackburn as Chair of the Board of Education. This was the first time that there had been a national gathering of diocesan members on SACREs and it was generally held to have been a very valuable occasion to hear from the centre, to share local experiences and for the centre to hear about local issues.

### ***The recruitment and supply of RE teachers***

This was an early concern of the Programme and in 1993 Brian Gates, being the acknowledged expert in this field, was commissioned to produce a report on the subject which was published by the REC and widely disseminated in 1994 under the title *Time for Religious Education and Teachers to Match: a digest of under-provision*. As a direct result of the report an Early Day Motion on the subject was tabled in the Commons and a debate was initiated by Lord Elton in the Lords.

The subject was subsequently discussed at the Association of Church College Trusts and in 1996 St Gabriel's and the All Saints Trust agreed to co-fund the start-up of a recruitment project.

### ***An RE directory***

The last RE directory had been published in 1981 on behalf of the REC by Brian Gates through St Martin's College Lancaster and it had never been updated. It was agreed that Brian Gates would work in partnership with the Programme to produce a second edition and this was published in hard copy in 1996 as a 'first stop' document which would refer readers through to more detailed information elsewhere. CEM acted as the marketing and selling agent to ensure wide distribution.

The problem with printed directories is that they are usually at least six months out-of-date even at the point of publication and are also expensive to update and re-publish and furthermore end-users resent having to pay a hefty annual amount to keep current. Fortunately web publishing was just coming in and so a revised version was web published in autumn 2000 and updated regularly ever since. Usage has been substantial as shown in the table below. Although the number of visits dropped from 2010 onwards, probably reflecting the increasing number of new sources of information

coming online, the overall usage remained fairly constant – a case of fewer people accessing more information.

	Hits total	Pages total	Visits total
2002	908,156	401,336	76,851
2003	1,185,238	540,426	110,968
2004	1,214,091	560,519	131,824
2005	1,222,442	697,442	123,927
2006	1,224,500	758,503	151,999
2007	1,234,549	848,601	95,925
2008	1,416,248	1,017,778	102,578
2009	1,431,128	1,059,553	85,583
2010	1,211,542	938,131	56,129
2011	1,175,937	957,937	47,469
2012	1,049,760	870,426	48,311
2013	1,057,766	859,622	49,816

[Figures for 2013 are for the first 5 months which have been rounded up to give an equivalent annual total]

The Welsh National RE Centre at Bangor translated the directory into Welsh, added aspects particularly relevant to the Welsh context and then kept their on-line version up-to-date as a separate and independent website.

### ***Web-based course to improve teachers' subject knowledge of Christianity***

In 1997 Colin Alves wrote a paper reviewing what was already a well recognised concern about the inadequacies of many teachers' knowledge about Christianity and the consequences that this has for the quality of their teaching about Christianity. The assumption that teachers would have a sufficient knowledge of Christianity simply by living in what was still seen as a Christian country was proving to be fallacious. Yet it was not clear what the Programme might do to help in this area. The issue remained on the agenda for several years after which Alison Seaman and Diana Lazenby were asked to develop an open learning website on Christian content for RE, which went live in 2006. The issue was additionally addressed through REonline and later through the Subject Knowledge Booster Course.

### ***Clergy and RE in schools***

It had long been recognised that clergy almost inevitably find themselves at some stage in their parish ministry being invited into schools to contribute both to RE lessons and to taking assemblies and yet many have received little or no explicit training in these areas. Therefore the Programme decided to put out a tender invitation to develop an on-line course to help prepare clergy in these areas. Twenty-one submissions were received and contracts were awarded to St Martin's College Lancaster and to the RE wing of the Christian Education Movement as both submissions were of a high quality and also complementary in approach. The materials were completed in 1999 and made available in DVD form and also as a website. It was a resource essentially for mediation by diocesan trainers and theological colleges but it could be used also on an individual

basis. Subsequent analysis of usage revealed that it was being used additionally by teachers and others.

A new site was developed in 2001 in collaboration with Alison Seaman of the National Society and Jan Ainsworth of the Manchester Diocese. It was seen as bridging the gap between clergy and RE teachers. The site looked at technical issues such as how RE works in schools and the potential experience of clergy in schools. There was also an interactive 'personality' test. In 2006 the site was updated and video and other illustrative material was added and included interviews in schools compered by the then Bishop of Reading. It was also tested out at a meeting of the Southern Dioceses Archdeacons.

### ***Promoting public awareness of RE***

In September 2002 a concern about public misconceptions as to the purpose and nature of school based RE was raised and discussed. Three years later a feasibility study was undertaken looking at possible future action and how the Programme might be able to assist. Soon afterwards the Government announced a one million pound RE Action Plan into which some PR work was able to be slotted. The work was managed by the REC and included the production of leaflets, a toolkit for RE teachers on how to work with the local media and a YouGov poll on public attitudes to RE. In November 2008 the Council established a PR Committee to ensure that the PR work was not lost once the Action Plan finance ended and so the Programme gave a small grant from an unspent budget to enable immediate PR work to continue. At the same time the Council was invited to make a more substantial grant application to the Trust and a three year grant was awarded for a September 2010 start.

### ***RE in further education***

Very rarely did the issue of RE in further education get serious attention in mainstream RE thinking. The Programme included it on its forward planning agenda in principle and yet was not clear how to take it forward. One of the Programme team, Eric Lord who had been an HM Chief Inspector with a remit that included both RE and FE, warned that the whole area had become 'a graveyard of good intentions'. In 1998 Vanessa Ogden came to Culham on a one year Sir Halley Stewart RE Teacher Fellowship specifically to investigate ways forward for RE in FE. The Programme therefore decided to manage a conference on the theme and this was held at the QCA in Piccadilly in June 1999. Addressed by Vanessa Ogden, chaired by Dr Nick Tate, the QCA Chief Executive, and attended by over fifty delegates, the occasion gave a much needed boost to planning and work in this area.

### ***Diocesan RE adviser professional support groups***

In 2003 the National Society restructured its operations and one of the consequences was the closure of its RE Centre in London and the loss of its two full-time national RE officers. These officers had been used extensively by many of the diocesan RE officers for providing support and professional guidance and for leading training sessions and seminars. It was most unlikely that these posts would be replaced and therefore an alternative model was needed. It was felt that the teacher-led inset model, designed to

encourage group self-help, sharing of skills and networking, might well work effectively also at adviser level.

Accordingly, it was agreed to invite the RE advisers to form four regional groups and £2,500 was allocated to each group to implement the process. There was a strong encouragement to focus on a residential event as outlined in the PPG minute: "Members noted the value of bringing RE Advisers together for renewal and mutual development and recognised that these occasions fostered a sense of corporateness very akin to Anne Lamb's seminal vision for the RE Teacher Weekends."

So, the first set of plans were implemented in 2004 as follows:

- Midlands advisers held a day of renewal at Launde Abbey led by Canon Roger Royle.
- South East advisers held a residential retreat and in-service training event in northern France – overall it was cheaper to hold the event in France than in England!
- South West advisers focused on meeting together to produce an in-service resource.
- Northern advisers held a residential on Holy Island on experiencing and teaching spirituality.

Each year reports were submitted and discussed by the PPG and as a result each year a further grant was allocated. At the 2006 national conference for advisers in Llandudno some expressed caution about the possibility of a fulltime national RE adviser's post being re-established as they did not want to lose the collaborative environment they were building up.

In November 2008, the PPG noted that the four regional support groups first established when the Church of England withdrew the two RE Officer posts, was a 'major success story'. The groups had been running for five years and were highly appreciated and valued as an opportunity for RE Advisers to work together for their own in-service training, to share experiences and expertise. The benefits could then be passed on to the RE coordinators in their schools.

Although the grants in their originally devised form continued to 2011, the nature of diocesan advisory work was changing in response to the growth in the roles and responsibilities of the diocesan boards of education. Increasingly advisers' briefs were being widened to encompass whole school support and specific responsibilities for RE were being shared more widely across the teams. The days of one designated RE adviser per diocese were ending and new ways of supporting would be needed.

### ***RE teacher weekends and RE community weekend***

In September 1995 planning began in order to implement Anne Lamb's seminal vision of a residential experience for RE teachers akin to what used to be provided for students through cathedral reading parties organised in the 1940s and 1950s. The residential experience, providing an opportunity for informal discussion as well as for formal learning, was considered a key aspect. Furthermore it was recognised that providing hotel standard of accommodation would give teachers a feeling of being valued and appreciated. Many would have partners and friends attending training

residential organized by other professions and businesses and it was felt important to provide RE teachers with a similar standard of facilities. The one big difference was that for most of the others their in-service training took place during the working week. It was clear that there was no way this would be possible for teachers and so it would have to be at a weekend.

It was decided to hold the first weekend in June 1997 at the Civil Service Conference Centre at Sunningdale – a location that could offer 230 hotel quality bedrooms and also seminar and plenary space for the same number. Earlier investigations revealed that hotels were strong on bedrooms and plenary space but found it impossible to muster the number of seminar rooms needed. Conversely many conference centres couldn't manage the residential numbers. When making the booking at Sunningdale the conferences manager couldn't understand why the conference was being held at a weekend but was delighted to accommodate it and there was no problem over choice of dates – as he laconically explained “you wouldn't get any of our normal clientele giving up a weekend for work-based training!”

A further three annual conferences were held at Sunningdale but following the outsourcing of the centre by the Civil Service an alternative venue had to be found and the Wokefield Park Conference Centre near Reading was chosen and so in June 2002 the fifth conference was held there. The following year the date was changed from the end of the school year in June to the start in October as it was felt this was a better time to 'fire up' RE teachers. A further four conferences were held up to 2010 making ten in all.

Each conference followed a roughly similar format beginning with coffee on Saturday and finishing after lunch on Sunday. The main focus was a menu of around 25 - 30 training seminars led by experienced trainers from the RE world and from which 4 – 5 seminars could be chosen. Some were primary others secondary and a number were cross-phase. There were also primary, secondary and whole conference plenaries. The main central area at Wokefield was laid out in street form which was ideal for a resource display and a number of publishers and others would have their shop fronts set up for most of Saturday. A gala dinner was always held on Saturday night, frequently with an after-dinner speech and disco and bar to round off the evening. Before breakfast on Sunday an ecumenical communion service was held for those who wished to attend and a prayer room was available throughout the conference for those of all faiths.

For the participants, many had made a considerable sacrifice to attend, leaving home very early on Saturday morning after a hectic week's teaching and often not getting back until Sunday evening with another week's teaching about to start. The Programme paid the full cost of the conference itself and only in the case of the few who had attended a previous conference was a small contribution required. In recognition of the valuable in-service training being provided at no cost to the schools, heads were encouraged to cover their teacher's travel expenses and most did.

What was achieved? Feedback from the teachers almost invariably praised the value of the seminars for their own professional development, and of the opportunities for meeting and talking informally with other RE teachers and what one described as RE's 'great and the good', but perhaps what was the most significant value for many was the



inspiration given by the weekend. Time and time again, as delegates left they would say “As the only RE teacher in my school I feel very lonely and in subject terms rather isolated. This weekend has made me feel part of a much larger community of fellow professionals who share similar interests and concerns – I’m going back feeling inspired and positive.” One of the final messages to them was to either join their local NATRE support group or if there wasn’t one locally, to create one.

Three other conferences were held which followed a similar pattern but adapted for the slightly different purposes. The first was in March 2007 at Wokefield Park for secondary school RE leaders. Chaired by Professor Terence Copley and managed by Tony Parfitt, it focussed on three key questions:

1. Where are we in 2007? The present situation and current developments in education and RE.
2. Where are we going? The effects of current trends and likely developments over the next 10-15years.
3. Where do we want to be? How can we improve RE and raise its profile?

The discussions clearly acknowledged the need for change and particularly highlighted the value of the 2004 National Framework for RE. A dissemination report was published.

The second was a conference for 100 RE teachers held over a weekend in May 2011 in York. A recurrent request had been to hold weekends in the north as well as the south but various logistical issues of managing such an event from an Oxford base made this difficult. It was agreed therefore to ask REToday Services/NATRE to act as the Programme’s managing agents for such a conference, which they did with great success.

An ***RE Community Weekend*** was the Programme’s final conference held at the start of October 2011. This conference was a departure from the previous pattern of CPD weekends as it was designed to bring together some 200 participants from all the various aspects of the RE world to discuss ways forward for the subject. At a time when the educational scene was changing very quickly in ways which were negatively affecting RE the need for such an occasion was widely recognised. It was made clear that whilst the Programme could provide the context, it was not within the Trust’s remit to decide and manage the content. Accordingly, the Chair of the REC, John Keast, who had been elected and mandated by the various RE organisations to act as a focus for the various views of the RE world and to negotiate nationally on their behalf, was invited to devise the process and provide a keynote.

At the end of the weekend, one of the participants rather succinctly summed up by saying “If Michael Gove [the Secretary of State for Education] had turned up for the final session, apart from agreeing to boo him, would we have been able to present him with an agreed and realistic action plan for the future development of RE? I’d like to think we could have done but I have my doubts.”

Given the significance of the occasion both in terms of its timing and for the variety of views expressed, a copy of the conference summary is available at Appendix 4.

## ***Other projects***

In addition to the projects taken forward, there were always items on the agenda which were suggested and discussed but which, for a variety of reasons, were either explored as one-offs and not taken any further or were not taken forward at all. The latter included a seminar on RE in the non-Church Colleges, a pilgrimage in 1997, the inspection of RE and an Inset providers fair. One-offs, which were taken forward, included the following projects:

*Cathedrals as centres of RE.* The Programme commissioned a review looking at where cathedrals were undertaking specific work on school based RE and in some cases established centres for such work. A major recommendation was that ways needed to be found for growing networking and collaboration but after further investigation into existing cathedral networks for other purposes the Programme concluded that it was not appropriate for it take the issue any further.

RE has a statutory place in the curriculum of the *hospital education service* and so in May 2000 a seminar was held at the Royal Free Hospital for 35 participants including hospital school teachers and hospital chaplains. Whilst the seminar itself had been very valuable in identifying issues and development areas it was not clear that there was any further role which the Programme could play as the next stages involved implementation within the highly complex organisational structure of the NHS.

A national conference on *research in RE* was held in January 2001 attended by 20 participants including three of the five professors of RE in England. Professor Bob Jackson as editor of the *British Journal of RE* gave the overview introductory talk and the conference was chaired by Professor Stephen Orchard. Whilst it was a very valuable occasion for sharing and discussing research already completed, it was less useful for discussing research in progress as people were reluctant to share ideas and plans which were still fluid especially as some were applying to the same group of funders.

Two sets of seminars were also organized on behalf of the Programme by national bodies. PCfRE managed five residential seminars under the title *RE futures*. These were very successful and the outcomes were published in the RE journal *Resource*. The ICT seminar led to the establishment of a working group calling itself Religious Education for Information Technology - REfIT. The RE Advisers association AREIAC also managed five seminars on *attainment targets* in 1999.

*RE agreed syllabus collaborative.* When the incoming government decided to put on hold all QCDA's work, their RE consultant Dr Mark Chater was managing a national collaborative looking at the extent to which agreed syllabus conferences might be able to agree and use some common formats. In order that the work in hand should be able to continue and not be lost, Culham agreed to underwrite the June conference and the Programme the December one.

*Millennium projects* See section on the St Gabriel's Trust pages 73 - 74.

## Other work

### *Collective worship.*

The nature and purpose of collective worship in schools had been a contentious area for many years. The settlement reached in the 1988 Education Reform Act was disturbed by the publication of Circular 1/94 in which the Secretary of State, John Patten, attempted to introduce greater clarity and rigour into what he perceived to be a fuzziness in the settlement. In secondary schools, although hardly at all in primary schools, the requirement for a daily act of collective worship was becoming increasingly difficult to implement. Many head teachers, including many who were committed Christians, resented the emphasis on quantity rather than on quality and being deemed 'non-compliant' by the school inspectorate for holding three high quality acts of collective worship a week rather than five perfunctory ones.

The All Saints Trust therefore decided to fund a research project to bring together all the existing published information and research on collective worship. This was undertaken by Brian Gates and his report was published in 1996. This report was to form the basis for three national conferences held in London during 1997. The conference planning group was chaired by the REC in collaboration with the Inter Faith Network and the National Association of SACREs. The work was co-funded by All Saints and St Gabriel's and managed by Culham.

The outcome of the conferences was a proposal for a way forward which was deemed by most of the representatives to be a sensible way of squaring the circle. However, the proposal was rejected by Canon Hall on behalf of the Church of England and there was some ambivalence within the Muslim and Roman Catholic communities. Therefore, central government backed away from discussions about the implementation of the proposals on the grounds of the lack of unanimity and that was the last time there was any serious national attempt to engage with the issues.

Part of the Church of England's argument was that there was plenty of flexibility within the law as it stood for innovative and imaginative acts of collective worship. Recognising the damage that could be done to teenagers' perceptions of religion in general and Christianity in particular by badly presented collective worship, Culham decided to develop a website to exemplify best practice in collective worship and to help teachers with their planning and delivery. The National Society then agreed to partner Culham in the project.

### *Symposia*

In 1999 the Trust asked the Programme to manage what emerged as a series of five symposia over the following eight years. They were to be academic and intellectual occasions exploring broad topics which were relevant to the religious basis of society.

The **first symposium** was held at Lambeth Palace on 17 May 1999 and took as its theme *The Idea of a Christian Society* from TS Eliot's Cambridge lectures given and published in 1939.

In the Preface to his lectures, Eliot wrote: “As I have chosen to consider such a large problem, it should be obvious that the following pages can have but little importance by themselves, and that they can only be of use if taken as an individual contribution to a discussion which must occupy many minds for a long time to come.”

Sixty years later, this seminar, chaired by the Bishop of London, Richard Chartres, added its contribution through presentations by Colin St John Wilson on ‘Tradition and the Individual Talent’, Frank Field MP on ‘Welfare Reform and TS Eliot’s view of Human Nature’ and Canon John Hall on ‘Christian Education’. 130 people attended, including TS Eliot’s widow, and took part in a plenary discussion after the presentations.

The following year a **second symposium** was held, this time at Church House Westminster, on 18 May 2000. Titled *Education for Good* its aim was to look at renewing the connection between individual conscience, moral responsibility and education. Chaired by David Young who had just retired as Bishop of Ripon and chair of the Church of England’s Board of Education, there were presentations by Baroness Warnock entitled ‘Ethics and Moral Responsibility’ and by Nick Tate, Chief Executive of QCA, on ‘Conscience and the Curriculum’.

A **third symposium**, returning to Lambeth Palace Library on 8 June 2001, took as its title *Exploring faith – the Arts and RE*. Chaired by Priscilla Chadwick, the keynote presentation was given by Rowan Williams then Archbishop of Wales, reflecting on the challenge of faith to break boundaries and ‘to walk on the wild side’. Further short presentations were given on ‘Images’ by the artist Sophie Hacker, on ‘Words’ by the writer Mark Oakley and on ‘Music’ by the musician Mark Woodruff.

The **fourth symposium** on *Faith and Citizenship in the 21st Century* was held at Church House Westminster on 1 October 2003. This symposium aimed to raise issues about the current interest in citizenship, especially as it related to religions and to Religious Education in schools. There were three main presentations. The first on ‘Vocation’ by Chris Herbert, Bishop of St Alban’s, the second on ‘Profession’ by Baroness O’Neill, Principal of Newman College Cambridge, and the third on ‘Citizenship’ by a combination of Andrew Chandler, Director of the George Bell Institute and Chris Sunderland, Director of the Agora Project in Bristol.

The fifth and **final symposium** took place on 7 June 2007 at Lambeth Palace entitled *Reading the Runes: Religious Literature in the 21<sup>st</sup> century*. Chaired by John Keast, one of the St Gabriel’s trustees, there were presentations by Tina Beattie of Roehampton University, Gavin Ashenden Chaplain of Sussex University and Keith Ward formerly Regius Professor of Divinity at Oxford University.

## **Evaluation and accountability**

As a charitable organisation the Trust was always accountable to the Charity Commission for its proper procedural and financial management. Furthermore, income had to be spent to further the object of the Trust and could not be simply accumulated beyond a prudent level of reserve. However, within those broad parameters the Trust was essentially an autonomous body.

Unlike a publicly funded body which spends other people's money, a trust is in a position to take a greater level of risk if it thinks this is appropriate to further an aspect of its object. Colin Alves used to draw a clear distinction between the levels of risk he was able to countenance when he was the chief officer of the Church of England's Board of Education and when he was a St Gabriel's trustee. Trusts have the flexibility to be cutting edge and innovative in a way that a public body might be more constrained.

The trustees are accountable to themselves for the appropriate use of their funds and anyone spending their money either through a grant or a project or as a trust officer is accountable directly to the body of trustees. How this accountability is structured and managed is again a trustee responsibility that ultimately cannot be delegated.

Both Culham and St Gabriel's found that a very appropriate accountability method was for the trustees to devote part of each trustees meeting to receiving written and oral reports and having the opportunity to discuss them. In terms of Culham this was in relation primarily to the work of its own Institute and, of St Gabriel's, its Programme. If the work in question resulted in a publication or a TV programme or a website then copies would be made available. If it was a conference or a seminar or meeting, a written report would be available and in many cases a trustee would have been present at the event and able to give a first-hand report.

Much of this was in hand well before tighter, and more detailed, numeric and immediate forms of output assessment became the vogue in education. But an issue that has always bedevilled educational assessment is that some of the most significant and valuable effects of education can be long term rather than immediate. For example, Culham managed three one-year Sir Halley Stewart Teacher Fellowships for that trust in the 1990s. All were undertaken successfully and positive reports were sent through to the trust by one of Culham's consultants [a former chief HMI] who had supervised each of the fellowships. The trust was very pleased with the outcomes. However, what was even more significant was what the fellowships enabled the recipients to do later in their career. One is now a well-established RE teacher trainer and the second is the head teacher of an inner-city girls comprehensive. Both attribute their success to the opportunity afforded them through the fellowships. This type of longitudinal evaluation is of course much more difficult to implement – and in these instances it was possible because contact had been maintained subsequently.

A formal review of the Programme was undertaken by the Trustees in 1993 and the outcomes stressed the importance of not duplicating what others are doing already and also the necessity to keep clear blue water between the Programme and policy making. Further formal reviews were subsequently held every 3 – 5 years in addition to the rolling reviews at each meeting. Trustees often reminded themselves that the trust was a facilitating rather than a policy making body and its role was to discover ways of helping others to represent and implement ways forward for RE.

## 6. Association of Church College Trusts

### *Early development*

Once it became clear which of the 27 Church of England colleges of education were to continue and which were to be either closed or merged into other institutions in a way which meant their Anglican identity would be lost, the Council of Church College Principals quickly reconstituted itself. Those principals of surviving colleges formed a smaller continuing council and the rest left. It is understandable that the two groups now had different concerns but the way the departure of the latter group was handled left a legacy that was to colour relations between the surviving colleges and some of the new trusts. From the viewpoint of the surviving colleges it might have been more strategically advantageous had they kept the embryo trusts more within their fold. As it was, the trusts ended up having to go their own way.

The origins of the Association of Church College Trusts [ACCT] go back to 1976 when the reality of closure began to be accepted. A meeting was convened of principals and bursars to look at the practicalities and implications of closing a college. What would happen to the staff and students? What was to be done with the buildings and contents? Subsequently informal meetings were held on a six monthly basis. Given that all the colleges were independently owned with their own trustees, further questions emerged as to what should be done with the money from the property sales after the various loans and DfE claw-backs had been deducted. New trust deeds had to be negotiated with the Charity Commission and new trusts had to be established. The National Society played a prominent facilitating role throughout this process.

On 5<sup>th</sup> October 1978 these ad hoc meetings were put onto a more formal basis with Professor John Dancy [the last Principal of St Luke's College Exeter and the first Director of the St Luke's Foundation] in the chair and Hilary Barber [the Clerk of All Saints] as secretary. The meeting focused on the future work of the trusts. Each trust gave a report on its own position and work and a considerable time was spent discussing closure and sale issues.

The question was posed by the National Society, through its General Secretary, as to the extent to which the trusts might cooperate with each other. He proposed a five rung ladder:

1. exchange of information
2. sharing of insights into the shifting educational scene
3. establishing common priorities
4. pooling of resources
5. co-ordination of action.

He suggested with typical Anglican caution and the knowledge that the individual trusts would be likely to safeguard their autonomy with some degree of vigour, that the last three rungs might prove a bridge too far at that juncture. This caution was to be justified by future events.

It was agreed that a six monthly forum should be held for an internal exchange of information and looking particularly at:

1. investment procedures and policies

2. the names of grant applicants
3. the decision taken about each applicant
4. the views of Church House Westminster as to which projects deserved support in the light of the Board of Education's higher and further education policy.

Given that the meeting was held in Church House and hosted by the Board of Education/National Society it is not surprising that this last aspect was agreed and equally, given the propensity of trusts to guard their autonomy, not surprising that subsequently it was largely ignored.

It was agreed that each trust could send one or two trustees to each meeting with strong encouragement that the chair should be one, along with 'one other person such as the clerk'. As the meetings would need servicing, a small financial contribution from each trust was to be solicited on an annual basis. The meeting concluded by raising three questions for members to take back to their trusts for discussion:

1. did the trusts have any special obligation to the continuing colleges?
2. whether any further RE centres should be established by the trusts? There was a strong feeling that these centres were springing up everywhere like mushrooms and that there were probably already too many.
3. whether certain projects might be financed on a joint basis?

At the next meeting in April 1979, members came with authority from their member trusts to agree to the establishment of the ACCT as a 'loosely knit but definable organization to facilitate the continuing exchange of information and to co-operate with other interests.' Reports were given on the composition and activities of each trust but there was no enthusiasm for any further talks from investment advisers.

The next meeting in October 1979 had a further 'feeling the way' element to it. There was some considerable anxiety arising out of a county council's legal attempt to hold a trust responsible for the alleged debts of a former college. Acknowledging the help given by the National Society in the past and the value of their national overview, the Society was made an associate member of the ACCT. In the afternoon the Archbishop of Canterbury gave a brief talk in which he commended certain projects to the trusts. This was followed by one of the diocesan directors of education pitching on behalf of the directors nationally for funding to produce a curriculum for all-age Christian education. At subsequent meetings further pitches were made by the British Council of Churches, the Board of Education, the Ian Ramsay Centre and one on behalf of the cathedrals for heritage education.

A particularly poignant pitch was made by Dr Gordon McGregor on behalf the surviving colleges but this met with an especially cool reception as the memories of the speed with which the surviving colleges ditched their closing compatriots were still very strong. It was then recognized that such approaches simply had a counterproductive effect and so guest supplicants were no longer invited. Instead, direct approaches to individual trusts were recommended. On occasions two or more trusts would individually decide to part fund the same project in which case it became a de facto collaborative project and this bottom-up approach was seen as the better one. Also,

ACCT members would sometimes draw attention to what their trust saw as a project worthy of wider support.

At the November 1983 meeting members felt that the trusts had gone through their setting up and settling in phase and were welcoming the opportunities to share information and ideas with each other. Many found the frequent diversity of opinion especially over corporate grants especially helpful in coming to their own decisions. At the next four meetings issues raised included the funding of ordinands which was seen as substantially an internal responsibility of the Church, and concerns about overseas students starting courses in the UK but with no means of on-going support. A request to help with the funding of teacher training at the College of St Mark and St John in Plymouth reignited old memories and the minute records 'members had some reservations concerning their obligations towards the continuing Church colleges. This was a matter of some sensitivity.'

In 1985 the trusts received a letter from the Church's national Board of Education setting out what the Board saw as future spending priorities and encouraging the trusts to embrace them. As with earlier central attempts to influence trust spending policies, reactions were not favourable.

### ***Exchange***

By May 1986 plans had been drafted and circulated to trusts for a research register and network relating widely to the Church of England's involvement in education. This was adopted as a collaborative initiative of the ACCT, was to be called Exchange and was formally launched by Bishop John Gibbs at a reception in London in May 1987. It was to be based at Culham and managed by Diana Lazenby.

1987 was also the 150<sup>th</sup> anniversary of the founding of the first Church college and so to celebrate this and to cement the launch of Exchange, a national conference was held on 17<sup>th</sup> November at Regent's College London entitled 'The Way Ahead? A consultative conference relating the experience of church schools to government educational policy.' The conference was chaired by Rosemary Peacocke, a keynote address was given by Professor Brian Griffiths (Head of the Prime Minister's Policy Unit) and other presentations included those from Priscilla Chadwick, Alistair Burt MP (Parliamentary Private Secretary to the then Secretary of State for Education, the Rt Hon Kenneth Baker MP), Canon Vincent Strudwick (DDE for the Oxford Diocese) and Tony Smith (Chief Inspector of Schools for the Inner London Education authority). A substantial overview of the conference process and outcomes was written by Brian Kay [see appendix 5].

A review of Exchange's work in 1994 highlighted three aspects:

1. its internal role within the ACCT advising members on a variety of issues and responding to requests
2. passing on advice to students and researchers in relation to work already done
3. developing a register of research. This was undertaken by Eric Lord, a retired HMI, with help from Colin Alves. It focused on research undertaken in the UK up to 1990. The difficulty and acknowledged gap was getting information about research in progress. Understandably many researchers were reluctant to reveal



their hand until their research had been completed and published. The register itself was published in 1997 and widely distributed for free through the REToday mailing. Subsequently it became an on-line offering which made it much easier to update and was eventually incorporated as part of REonline.

In November 1988 the St Christopher's Trust became a full member of the ACCT. It had been a training college at Blackheath in London for training parish workers but had closed in 1971. At the same meeting plans were tabled by Hockerill for three BBC programmes for RE in-service training which could not be funded through the licence fee budget. Several trusts decided to co-fund the series which were launched and first broadcast in November 1989. Concern was subsequently expressed that the trusts had been side-lined at the launch and had not been able to obtain any financial and other feedback from the BBC – 'The Corporation appears to consider it has no financial accountability to grant making trusts'. As a result, two trusts withheld final payments until they were given a proper account by the BBC. This was another learning experience for the trusts and it was suggested that in future where a large organization was a grants recipient someone should be nominated to act on behalf of the trusts to liaise with the recipient and to ensure that the trusts received value for money.

### ***Clerks meetings***

In July 1990 the clerks met in Abingdon as a separate group for the first time. As the administrators of the trusts there was a feeling that they had specific agenda issues that they wished to share with each other and to discuss in more detail than was possible in the broader meetings of the ACCT itself. Initially these were annual events held in the morning prior to the ACCT meeting itself but in November 1999 it was decided to hold them every six months coinciding with the pattern of the ACCT meetings themselves. Agendas had been growing and although the twice-yearly frequency was reviewed it was never changed – members valued the occasions.

Financial issues were always high on the agenda. Trust work depended on sound investment policies that generated an acceptable level of income and at the same time built up capital so that it kept abreast of inflation. Most trusts invested through a 'unit trust' arrangement with a large investment company such as CCLA or M&G but one hired its own brokerage firm. In the earlier stages of the lives of several of the trusts there had been some considerable confusion over what was inalienable capital which normally should not be spent and what was reserve income. Trusts are allowed to carry an acceptable level of reserve income to safeguard their operations. The level was normally higher where they were an employing body. However, they were not supposed to simply accumulate income rather than spend it on the objects of the charity.

The annual reports and audited accounts of each trust were collected annually and an analysis grid produced of each trust's income, capital and expenditure by category. This usually led to some interesting comparisons and discussion. Accounting policies often varied especially in deciding how to present already agreed grants which were spread over more than one year. Published guidance from the Charity Commission was always welcomed. Other financial issues discussed included audit arrangements, the ethical aspects of investment and the presentation of accounts.

As grant awarding was the main activity of the trusts, it was inevitable that policies and procedures relating to grants were always a major discussion area. Grants to individuals led to discussions about how to handle situations where one person applied to a number of trusts simultaneously, what to do if a person failed to complete the course for which the grant has been given and what type of information could be sought through an application form. With regard to the application form, it was recognized that certain issues were sensitive or difficult to interpret and use once the information was available including financial position, marital status, religious affiliation, and the value and status of references.

In the earlier stages several trusts accepted applications from overseas students. But there was often some anxiety about the reliability of references, the status of institutions attended in the home country, the scale of the grant needed for a student to come to this country to study and whether in fact it was more advantageous to support a student in their home institution rather than bringing them to England. In 1998 one trust reported that it had handled 2,000 overseas enquiries that had led to the award of only 15 grants. For a period, this trust then stopped all overseas awards but recently reopened for Commonwealth students only. Others have adopted either a blanket exclusion or supported just one or two students or helped an overseas institution with which the trust had a link.

Corporate application issues discussed included the size of some the applications in relation to a trust's overall income, how the trust monitors what happens during the project especially if it changes its direction during the course of the grant and what happens to the project's work after the grant ends. Many trusts liked to seed-corn fund start-ups but far fewer were willing to pick up the next stage and therefore there was some question as to whether a start-up should be funded if there was no guarantee as to how the project would be continued.

The potential value of sharing application information across the trusts has always been strongly recognized but how best to achieve it has been more difficult. Each trust has its own timescale of meetings which has rendered any centralized sharing system hard to achieve. So rather than setting up a complex system, the ACCT secretariat at Culham has acted as an informal central point for ad hoc sharing whenever possible. Latterly there was also discussion about the possibility of having one administration shared by the four southeast based trusts which others could join if they wished.

The extent to which trusts might advertise has been a regular agenda item. Whilst trusts need applications, they also want ones which fit within their terms of reference and also in quantities which are commensurate with the finances available. Accordingly, there has always been a caution about indiscriminate centralised advertising and instead a modest ACCT page was put up on the Culham website and a similar page included in the Church of England Handbook. The possibility of having a closed section on the ACCT page through which members could communicate with each other was discussed several times in the late 1990s but never put into operation – perhaps due to a slight element of techno-fear. Telephone calls and the postal service were seen as better alternatives.

Matters discussed internal to the running of the trusts have included:

- the composition of trustee bodies
- whether a trustee retirement age is appropriate
- trustee indemnity insurance
- risk analysis exercises
- whether or not to become incorporated as a trust
- their Anglican nature
- the implications of the Data Protection Act
- the management of trust meetings including quorums and the use of committees
- revisions to trust deeds
- residual issues from the old college including the ownership of chapel furniture, the college archives and former student associations
- the Charities Act and public benefit
- policies on income reserves
- the possible advantages of the Charitable Incorporated Organisations model allowing for easier reporting and reduced liabilities for trustees.

Each meeting usually included each trust giving an update on any significant changes to its policies and procedures since the last meeting. Additionally in the last few years there has been a questionnaire sent round each trust on a set of issues agreed at the previous meeting and the collated results have formed the basis for a substantial discussion.

### ***Policy study group***

At the November 1989 meeting, Bishop John Gibbs presented a paper proposing a greater collaboration among the trusts. The first section looked at a greater co-ordination of trust work and at the ways Exchange could help trusts to achieve this. The second was in the slightly sensitive area of pro-active initiatives. At the following meeting a separate session was devoted to Bishop Gibbs's paper and the outcome was to establish a Policy Study Group (PSG) that would be a committee of the ACCT and report to it on the same basis as the Clerks meeting.

Having established the Culham based Exchange as a co-ordinating mechanism for the trusts, when the ACCT Secretary announced her intention to resign the post, Culham was invited to take on the role and to allocate a staff member accordingly. The obvious person was Diana Lazenby who was managing Exchange and she took over for the first period until 1994.

By November 1991 the PSG had met on three occasions and at its third meeting it had been given an 'off-the-record' briefing on the current state and future trends of education by Ian Langtry, the Secretary of the Association of County Councils. As a result of its investigations the PSG was able to recommend three areas of potential interest to trusts that it considered worthy of follow-up:

1. Church involvement in adult and further education
2. youth work
3. leadership in Church schools and other Church institutions

The PSG then investigated further the first area and saw this very much within the frame of community education. St Peter's Saltley was particularly involved in this area

and helped the group develop a detailed proposal for a community education project to be undertaken in the Midlands, managed by St Peter's and in collaboration with the dioceses of Coventry and Leicester. With funding from several trusts, the project was launched in November 1993 and its final report was published in November 1997. There were two follow-on much smaller pieces of work then undertaken and the overall project concluded at the end of 1999.

In May 1995 associate membership of the ACCT and also of the PSG was extended to the Jerusalem Trust, the Farmington/Dulverton Trusts and the Rank Foundation. In 1998 the British and Foreign Schools Society also joined the PSG.

The Church Colleges had begun to develop a collaborative Distance Learning MA in RE and in Church School Studies that had gained the support and interest of four trusts. Sheila Hunter from Hockerill was deputed to act as the ACCT's liaison person with the project and in November 1995 the ACCT held a national seminar on open learning in order to further explore this new area. The trusts had a particular interest in the potential value of the MA for African countries as it could enable students to study an English validated course in their own country.

1996 was a busy year. The PSG initiated a report on the supply and training of specialist RE teachers which led the trusts to establish the RE Teacher Recruitment Initiative which was subsequently renamed TeachRE. Two trusts collaborated on a research paper on published material about collective worship. This led to three national seminars in 1997 designed to find a way forward for resolving the increasing difficulties of conducting meaningful acts of collective worship especially in secondary schools. Also a national festival of RE was planned which drew heavily on ACCT funding support and its steering group was chaired by Colin Alves.

In 1997 the Archbishop of Canterbury approached the trusts through his senior chaplain to discuss the possibility of a more central control by the Church of England over educational trust funds and also their use for wider Church purposes. This led to a very lively debate at the May 1997 meeting the outcome of which was recorded as follows:

'Members noted the autonomous nature of each trust and the specific objects for which each had been established and it was agreed that Dr Gay should present this to Lambeth in a robust way. He would also report on the highly significant range of work trusts were undertaking in education on behalf of the Church of England.' The meeting took place, the message was delivered loud and clear and no further such takeovers have been attempted.

In 1998 The PSG recommended that the trusts should look very seriously at the possibility of funding a fulltime officer's post based with the RE Council whose role would be to promote and defend RE nationally. Although no immediate action was taken on this recommendation, several years later St Gabriel's funded an RE Council led PR initiative.

## ***Later work***

At each meeting of the ACCT each trust presented an update on its work and on decisions taken. Hearing what other trusts had been doing, having the opportunity to ask questions and being able to share experiences and concerns was always a significant part of each meeting. For instance, at the May 1999 meeting the following four issues were highlighted as a result of the reporting item:

- the various difficulties arising from accepting applications from overseas students
- the varied interpretations given to the Anglican aspect in the trust deeds
- the status of the trusts
- the relationship between the value of the awards made and the time/cost of administering them.

The November 2003 meeting established a structure that was to run through to the present. The clerks now met in the morning from 11.00 – 12.45 and the main meeting of the ACCT for trustees, those clerks who wished to stay and representatives of associated trusts was from 1.30 – 3.30. A buffet lunch straddled the two meetings to which everyone was encouraged to attend, not least to enable informal discussion. The afternoon meetings tended to follow a set timetable as follows:

- a report from each of the trusts. This was always a substantial item allowing for questions and discussion. Those not able to attend were encouraged to send in written reports
- a verbal report from the clerks meeting in the morning
- from May 2006 onwards, an update on the national RE picture, normally given by the Chair of the RE Council who was also a St Gabriel's trustee
- reports on the major collaboratively sponsored ACCT projects
  - o RETRI/TeachRE
  - o REonline
- other occasional presentations.

Full minutes of both the Clerks and ACCT meetings were produced and circulated to all trusts many of whom also included them on the agendas of their own trust meetings. The value and impact of the discussions were therefore much greater and wider than just for the attendees themselves.

There were separate sections for RETRI/TeachRE and for REonline both of which were the subject of regular presentations and updates to the ACCT as were plans for a National Centre for RE which were initially outlined in a presentation by the project's architect Maxwell Hutchinson in May 2005. For the remaining years these were the main additional items for presentation and discussion.

In November 2007 Mary Hayward gave a presentation on the outcomes of her three year Pat Saxton RE Fellowship managed by the All Saints Trust. Her report on the teaching of Christianity at Key Stage 3 was widely welcomed. In November 2009 Marion Agombar similarly presented on the Keswick Hall distance learning programme on RE entitled 'About Religions'. In June 2010 there was a significant discussion about the plans for a national celebration of RE and the extent to which trusts might wish to act as sponsors.

## 7. REonline and TeachRE – two collaborations

Both these projects were managed by Culham and with major funding and support from St Gabriel's. Additional funding was provided by the All Saints Educational Trust and by other ACCT trusts including Hockerill, Keswick Hall, Sarum St Michael, St Christopher's, St Luke's Exeter and Westhill. Both projects were formally designated as collaborative ACCT ones and both had steering and support groups made up of ACCT representatives.

### REonline

REOnline's origins go back to 1995 when Tony Parfitt developed an RE section as part of British Telecom's *Campus World*. This section was launched at a special event in Coventry Cathedral – almost certainly the first web broadcast from a UK cathedral. Indeed it nearly failed to happen as the technical difficulty of getting a working line from the cathedral to the outside world threatened to abort the launch. The main component was a resources directory listing RE organisations, dioceses and cathedrals, existing useful websites, curriculum materials, RE projects and an Advent calendar. For the next three years this innovative collaboration between Culham and British Telecom led to an expansion of the site to include sections on festivals, people of faith, the use of ICT [Information and Communication Technology] in RE, places of worship, and a further development of the curriculum material section.

During 1998, with some financial support from SPCK, the site morphed into the semi-independent *RE Site* and in 1999, when British Telecom closed *Campus World* and passed its structure and assets over to Anglia Media, the site became fully independent. As well as developing the *RE Site* Culham continued to assist Anglia Media for a further two years by providing it with Collective Worship and RE resources.

The work grew out of Tony Parfitt's concern at the lack of RE resources for what many resource producers considered a 'Cinderella' subject coupled with concerns about the quality of RE generally and especially where it was taught by non-specialists. As a former HMI for educational and information technology he was only too aware both of the risks to RE if it got left out of the emerging developments in educational ICT and also of the benefits which ICT could potentially offer to RE.

The core purposes of the *RE Site* were to provide:

- a portal to available websites which were checked for suitability. Inevitably there were some very well designed and attractive sites that, on account of their confessional aims, were not appropriate for use in RE lessons.
- a structure which was based on matching websites to key stage suitability and faith tradition.
- two different sections for pupils/students and for teachers in order to provide differentiation between teaching and learning.
- a site based on the key words from the SCAA/QCA RE model syllabus glossary which would enable it to accord with most of the local agreed syllabuses.

In an update given to the Culham Trustees in October 2001, Tony Parfitt reported on the increasingly significant role of ICT in education. In the previous three years the use

of the internet had increased in secondary schools from 28% to 98% and in primary schools from 7% to 96%. Culham was already investing significantly in this growing area and a *TES* supplement had listed the top ten websites for RE of which three were Culham sites. Websites were being increasingly recognised as a most effective method for disseminating resources and information. Tony Parfitt was also able to use Culham's ICT initiatives as exemplars in an informal campaign to have ICT taken more seriously within RE. This led to a national development entitled *RE/IT* [RE for Information Technology] and also to some joint working on RE materials with BECTa [British Educational Communications and Technology Agency]

With the on-going reduction in the number of physical RE Centres, the need for the development of a some sort of Virtual RE Centre was being increasingly recognised. During 2003 several of the Church College trusts expressed an interest in supporting a virtual centre and so development work proceeded apace.

The Centre was to be a one stop structure for teachers which would identify areas of unmet need and then encourage others to meet these needs, eg a Jewish Trust could be encouraged to develop an aspect on Judaism. There was to be both a teacher section to help them produce higher quality work and also an innovative pupil section. Throughout 2004 development work continued including the absorption of the *RE Site* into what was to be called *REonline*. It was formally designated as a collaborative initiative of the ACCT with funding from a number of the member trusts and was launched in January 2005 at the BETT fair in London. In preparation for the fair, Gerald Haigh wrote an article in the *Times Educational Supplement* [07.07.05] examining resources for RE:

“For all RE teachers, though, the starting point is the Culham Institute. It's a huge repository of expertise and information for RE teachers with access to lots of resources and reviews, and has links to other websites including its own definitive *RE Site*. At BETT, the Institute will be launching a new website for education, [www.reonline.org.uk](http://www.reonline.org.uk), which will incorporate the *RE Site*, and add lots of new content specifically intended to help teachers, with resources and assessment materials.”

Managers were commissioned for each of the major sections of *REonline* and feedback groups of teachers were established for providing feedback. Statistics showed an encouraging early use.

During 2006 additions to the site included:

- Filming in the West Midlands involving speaking to pupils about faith.
- The beginnings of an email project in which pupils of different faiths discussed their beliefs.
- A series of video interviews.
- A developing collaboration with other website providers.
- The production of a series of articles relating to contemporary issues relating to religion.
- The addition of a toolkit to assist teachers to undertake a self-evaluation of pupil progress in RE.

During the first four months of 2006 there were 2.1 million pages of information supplied as a result of half a million visits. An increasing number of resource producers were asking to have their material flagged on the site. Sections on film, on special education and for A level students had been added. With extra funding from the DfE, a section on places of worship had been expanded greatly.

By the start of 2007 *REonline* comprised over twenty major sub-sections including:

- Pupils and Teachers; Places of Worship.
- People of Faith.
- the *RE Directory* with its register of almost 700 research theses in RE.
- News and Headlines.
- RE Matters in which Barbara Wintersgill and Terence Copley answered email enquiries.
- a Virtual Reflective Area for the foundation stage and for key stage 1;
- a series of videos on major faiths and a set of sound files based on 2,200 words offering pronunciations and definitions of all the words in the SCAA Glossary which was especially useful for when users met with unfamiliar words.

At the same time the *TeachRE* website became a subsection of *REonline* and a new aspect included subject knowledge for primary and secondary teachers and graduates. *REonline* was now a well established site creating expectations and changing in line with the changing face of RE nationally. Popular features included the People of Faith site and the Places of Worship site, the latter having a linked DVD. In line with the National Framework for RE the site now covered 10 beliefs, including Baha'i, Humanism and Jainism.

In a Guardian article [04.12.07] entitled 'Belief in a Virtual World' Gerald Haigh wrote:

"Religious education doesn't fully thrive within the limits of a classroom. Pupils need to meet faith leaders and members, visit their homes and their places of worship and experience their celebrations and acts of devotion.

Ideally visits and encounters would be in real time, but logistical challenges can be difficult to overcome. Here good ICT comes into its own, providing virtual tours, conducting face-to-face interviews and eavesdropping on solemn moments. Even when a visit is planned, a virtual preliminary will enrich the experience.

The first port of call for ICT in RE, particularly before visiting an exhibition such as BETT, is *REonline*, perhaps the best UK's subject-centred site."

In 2008 the following features were added:

- an Image Library offering restriction-free religious images for teachers, students and not for profit organisations .
- The All-RE word search which was supplemented by the audio recording of key words enabling a fully integrated search functionality.
- Baseline Assessment for use by teachers on Better RE.
- new A-level resources.
- regularly updated articles on RE Matters and RE News;
- regular updates on People of Faith.



In May 2009 *REonline* was re-launched with a clearer and more easily navigated design, based on the Non-Statutory National Framework and advice from the QCA, and was developed in collaboration with teachers, teacher advisers, and teacher trainers. Essentially it still remained a portal site. The homepage was now divided into five sections – Teacher resources, Student resources, Lifelong learning, Refuel and RE Matters. A number of new resources had been developed, the most significant being the new Subject Knowledge site. Based on the RE National Framework, the site provided information, links and ‘further-reading bibliographies’ on 24 themes and topics for ten different belief traditions. This was to become a very valuable resource for teachers, those in training and for students. The site also formed the basis of a new Subject Knowledge Booster Course.

In early 2011 a collaboration was secured with the Pears Foundation for the development of a hosted site on ‘the Jewish Way of Life’. Also an online Helpdesk had been established using a team of experts to answer questions from teachers. This was considered a particularly important innovation given the diminishing level of support available through local authorities.

During 2011, given the forthcoming merger of Culham and St Gabriel’s and the management changes, it was considered sensible to focus on a consolidation of the existing resources. There was now an extremely large number of sub-sections that needed to be regularly checked for consistency of tone, style and quality. Indeed, the on-going quality control had always been a key feature of the site and users had come to appreciate and reply upon it. Unlike a book where one knows from its publication date roughly how out of date it is, users expect information on websites to be up-to-the-minute and accurate. This is what Tony Parfitt, his in-house team of James Robson, Martin and Margaret Brasier and his very substantial national team of writers and developers strove to achieve. Feedback and usage rates attested to their success.

	Hits total	Pages total	Visits total
2002	7,747,000	1,457,000	71,000
2003	8,883,000	1,567,000	99,000
2004	10,763,000	1,971,000	438,000
2005	20,887,000	3,749,000	869,000
2006	34,960,000	6,215,000	1,399,000
2007	46,304,000	9,699,000	1,914,000
2008	45,511,000	9,051,000	1,748,000
2009	33,509,000	6,965,000	1,190,000
2010	28,519,000	6,962,000	1,023,000
2011	33,822,000	9,962,000	1,459,000
2012	38,435,000	8,629,000	1,478,000

[All figures are annual and rounded to nearest thousand]

A significant dip occurred in 2009. This was due substantially to the site being redesigned and previous users then discovering that their bookmarks no longer took them through to their accustomed sections. Instead they needed to spend time

navigating the new arrangements. This was an anticipated risk but the alternative of not refreshing and updating the basic design was considered educationally unacceptable. The upswing in 2011 and 2012 suggests the risk was worth taking.

### **The RE teacher recruitment initiative [RETRI] TeachRE**

In November 1996 the ACCT's Policy Study Group recommended the establishment of an RE teacher recruitment initiative which should become a collaborative initiative of the ACCT itself. The group further recommended that the work should not be based in any one of the training institutions and the preferred option was for it to be housed and managed by Culham. During 1997 ACCT member trusts considered the funding issues and a preliminary seminar was held in May 1998 to examine overall recruitment needs. A fulltime RETRI development officer's post was established and Tina Renshaw, Head of RE at a Cheshire secondary school, was appointed.

A Steering Group was formed, consisting of Arthur Pendlebury-Green [chair] of St Gabriel's and Trevor Guiver of All Saints representing the two main funding trusts, Ian Wragg as Chair of the RE Council and John Howson as the acknowledged national expert on all aspects of teacher recruitment and supply. It was agreed the group should be kept very small and meet according to need which was likely to be every six months.

The project was formally launched at a conference in the crypt of St Paul's Cathedral on 9 September 1999 and development work began immediately. A website was designed and initial links with the Teacher Training Agency [TTA] were made which led in 2000 to a grant to build a web directory of RE good practice schools which potential RE teachers could visit. 115 schools were immediately identified by RE advisers and a further 140 were added later. This directory rapidly proved to be the most popular section of the website. A questionnaire among students on RE PGCE courses revealed that a key motivator for becoming an RE teacher was the opportunity to continue their interest in Religious Studies as an academic subject.

A recruitment video was made and along with leaflets, posters and bookmarks was sent round all university theology and religious studies [TRS] departments and to careers advisers and others. The website continued to be developed as a marketing tool and the web directory was kept up-to-date. Indeed this latter element was crucial as an RE department could go from excellent to poor on the departure of a first-class teacher. The possibility of including RE job adverts on the website was explored and started but subsequently was discontinued as it was too labour intensive, not cost effective and the best source remained the TES.

In January 2002 Dick Powell succeeded Tina Renshaw as development officer having come from a successful teaching career in Cornwall as a head of RE and also a head of sixth form. In May 2002 Brian Gates joined the Steering Group having succeeded Ian Wragg as Chair of the RE Council although by popular acclaim Ian remained on the Group and continued to bring to the group his earlier experience as the lead HMI for RE. Brian was able to complement John Howson's broad experience of teacher recruitment generally with his own very focused knowledge of RE recruitment specifically. Barbara

Wintersgill, as the current HMI responsible for RE, also joined the Group. The name of the project was also changed to the catchier TeachRE.

In 2002 the website was re-developed, a recruitment CDROM and posters were produced and sent round all TRS and university careers advisory departments and operational links were established with the TTA's regional advisers. 'Golden Hellos' had been introduced by the government for other shortage subjects and there was some evidence that these were improving the levels of recruitment. However, at a meeting in January 2003 one of the schools ministers, Lady Ashton, was adamant that there could be no such incentives for RE. At a subsequent ministerial meeting, this time with the Secretary of State for Education, Charles Clarke, disappointment was expressed about the level of support given to RE especially by the TTA. The message must have been heard because the tone of the next meeting at the TTA greatly improved.

Part of the recruitment problem for secondary RE was that target numbers were around 600 whereas the annual output of the TRS departments was only around 1,000. Clearly these graduates needed to be targeted and so a focused leaflet commending RE teaching to them was produced and circulated through the TRS departments to all their students. However, given that a significant proportion of these students would be going forward for ordination or using the degree as a general one for entry to careers such as banking or law or social work, it was clear that RE teacher training departments, if they were to achieve their recruitment targets, would need to fish additionally in allied subject areas. Accordingly, leaflets were produced aimed to entice sociologists, philosophers and psychologists into RE teaching and circulated round all the relevant university departments. Also a DVD *Discover RE Teaching* was made based on filming in 10 schools across the country in order to show potential teachers something of the excitement and challenge of RE teaching.

In June 2004 the TeachRE project formally came to an end. Recruitment was at its highest point since 2001 and RE was bucking the national trend with numbers up 12% on the previous year. The *Good Schools Directory* had 230 schools listed and checked and the website was running at over 12,000 hits per month.

In order to continue with aspects of the project Dick Powell was to remain on Culham's staff for a further year, St Gabriel's allocated £7,500 pa for the next 3 years for website developments and All Saints £8,000 pa for 2 years for publications which covered the various pamphlets and DVDs. In June 2005 Dick resigned from Culham's staff to return to Cornwall although he was to continue as a consultant until 2013. Just before he left a phone call was received from Ralph Tabberer [CEO of the TTA] to say that he was about to announce a significant 'Golden Hello' for RE recruits and that the decision to do so was in substantial part due to the campaigning work undertaken by TeachRE.

The TTA had also recognized the need identified by TeachRE for the boosting of subject knowledge and so awarded a number of training grants to teacher training departments to run their own booster courses for students from allied subject areas. Successful completion of such a course, usually the equivalent of about 10 days study, was often made a condition of acceptance onto a PGCE course. However, as seems to happen with so many such initiatives, funding was short lived and when it was withdrawn PGCE providers were very clear that similar courses were still needed for those from allied

subject areas and indeed also for those with theology degrees which contained little about world faiths other than Christianity. Accordingly, Culham developed a new RE subject knowledge booster course and related website which went live in April 2009. Students undertook a personal audit prior to being set a diagnostic research task, two baseline tasks and two major assignments. Online tutorial support was provided by PGCE course tutors and other RE experts and in June 2010 already 120 students were enrolled on the course.

Undoubtedly the TeachRE campaign was successful whilst it lasted. But recruitment operates on an annual cycle and so a sustained annual campaign is what is really needed. Members were clear that a very good foundation had been laid by the trusts but that it is not a short and successful campaign of years gone by which is likely to have significant impact in years to come. In 2007 the Steering Group concluded "It is not the job of the trusts to long term fund areas of work which are properly the responsibility of statutory bodies." Quite so. But what if the statutory bodies cannot or will not take on the responsibility? As far as RE is concerned the statutory bodies have had a long track record of refusing to help. This presents trusts with a real dilemma.

## **8. Other Culham collaborations**

### ***Higher Education Foundation***

John Gay took over as Secretary and Treasurer of the Foundation in 1988 at the request of John Wyatt [a former Culham College Principal] and officered it for the next three years from the Culham office, handing over to Dr Philip Healy in 1991. Culham did not retain the archives of the Foundation but there is a record in the Culham minutes to an Easter Conference in 1988 at St Anne's Oxford entitled *In Search of Excellence*. Chaired by Sir Richard O'Brien [Chair of the Policy Studies Institute] speakers included Dr Marjorie Reeves, Sir Geoffrey Warnock [Principal of Hertford College], Dame Janet Baker, Dr Tony Nuttall [New College] and Patrick Coldstream [Director of the Council for Industry and HE]. In 1990 a conference was held in Glasgow on *Learning from the Arts* and in 1991 on *Higher Education and Communication*. The Foundation also produced an annual journal *Reflections on Higher Education*.

### ***Oxford Diocesan Board of Education***

#### *Board of Education*

John Gay has been one of the Bishop of Oxford's nominees on the Oxford Diocesan Board of Education since 1980. He took a particular interest in RE and led the campaign for the Board to become an incorporated body. The Culham Trustees encouraged this involvement as a way of enabling the Trust to make an appropriate operational contribution to the educational work of the Diocese.

#### *Diocesan Trustees*

John Gay became a diocesan trustee in 2004 in order to provide a link between the diocesan trustees and the board of education over the use of the board's money from the sale of closed Church schools. For many years the board assumed its members were the *managing* trustees of the fund with the diocesan trustees being the *custodian* trustees. Subsequently however it was discovered that the diocesan trustees were also the managing trustees of the fund and hence the need to have someone who could act as a link. He stood down as a trustee in 2007 once effective operational structures and processes had been put in place.

#### *Oxfordshire Education Committee*

John Gay joined Oxfordshire's education committee in 1983 as the co-opted representative of the Church of England. On account of the large number of Church of England primary schools in the LEA he was also made a member of the schools sub-committee. Much of his work involved liaison between the DBE and the LEA on educational issues and representing the diocesan position on various issues in committee debate.

On account of his education committee role, he found himself having to chair the working party which established the jointly managed Roman Catholic/Church of

England St Augustine's Upper School in Oxford City and several years later had to deal with the fall-out from the Roman Catholic decision to withdraw from the collaboration.

Eventually local government re-organisation led to the dissolution of the education committee and the introduction of cabinet government with one politician being the cabinet member for education and a small scrutiny committee to scrutinize policies and decisions. However, this committee appeared to have very few teeth and so it was agreed by the Diocese that John Gay would stand down from it.

He also represented the Church of England on Oxfordshire's SACRE and on its agreed syllabus Conference. Perhaps the most useful thing he brought to the SACRE was, through his membership of the education committee, his ability to extract additional resources for SACRE's work from successive CEOs. In a county where 25% of the primary schools were Church of England, further help for SACRE was a small price to pay for keeping the Church of England sweet!

### ***Church of England Board of Education and National Society***

In 1983 John Gay joined the National Society's RE development committee and remained a member during its intermittent life until it was dissolved when the RE Centre was closed. A little later the board of education established a variant in the form of the national RE strategy group and John Gay became a member of this but stood down soon after he retired from Culham.

As part of its restructuring to focus its work more on the development of Church schools, the National Society decided to close its national RE centre in London and one of the consequences was that the Church of England no longer had an RE officer able to speak nationally on RE issues. As a result, in 2002 the board of education entered into a franchise agreement with Culham for John Gay to act as "the Church of England Spokesman for RE". This was seen as a mutually satisfactory arrangement as he was attending all the national meetings anyway and dealing with the press through his role as one of the RE Council's officers. A substantially discounted fee equivalent to around half a day's work per week was agreed and this was considered strategically necessary in order that an RE heading was maintained within the National Society's accounts. Although the arrangement was initially for one year, the assumption being that a staff RE officer would then be appointed, it continued for seven years.

### ***Religious Education Council of England and Wales***

Culham had been a member organization of the Council since first becoming substantially involved in RE in 1989. At the May 2000 meeting of the Council John Gay made the fatal error of asking a question about the finance and suggesting a way forward and immediately found himself being proposed as the next Treasurer! It was agreed by the Culham Trustees that this was a highly appropriate organization to support, that Culham had the back-room office facilities to enable John Gay to take on the role and so at the next council meeting he was duly elected.

At that stage the council was running on a shoe-string budget of around £4,000 pa based almost entirely on subscription income and interest from a small capital of

£20,000 being earlier publication income donated by Brian Gates and St Martin's College Lancaster. So the main tasks were collecting subscriptions, chasing defaulters and paying travelling expenses.

As an officer John Gay was involved in a number of national negotiations including with ministers. So, for instance, at a meeting with Derek Twigg [the then junior minister responsible for the school curriculum] in 2005 it was made clear that the DfE was unable to find any money to help support and develop RE and then the following day the minister announced a £135mil modern languages strategy. John Gay was so incensed that he decided that RE also needed a national strategy and so one was quickly devised and agreed at a special meeting of the Council and the request went through to the DfE with a price tag of £60mil attached. There it sat as the DfE didn't know what to do with it. Agreeing to the request was not really an option and yet to turn it down would have generated bad publicity.

In the meantime, the Council set up a training commission which reported in 2007 and refined the original strategy request but kept the target of £60mil. A further year went by and the request was only dusted down when the then Minister for Schools Jim Knight realized he would need to give an answer when he addressed the AGM of NASACRE in January 2008. He was advised to go for an 'action plan' rather than a 'strategy' as the former was much cheaper. Accordingly, the £1mil RE action plan was launched. Suddenly the REC's account throughput jumped very significantly in amount and in complexity. The £650,000 resilience project, although much of the accountancy was handled elsewhere, added a further dimension as did the funding for the PR project. During the six year period 2003 – 2009 the REC account's annual throughput rose from £7,000 to £384,000.

Originally the Council was an unincorporated body but once it began to look for funds in addition to its subscription income, its lack of charitable status became an obstacle. Accordingly, the Council decided to become an incorporated body and a charitable trust. The person originally managing the application for various reasons dropped out and so as Treasurer John Gay inherited the task by default and so had to take on the additional new role of Company Secretary when charitable status was granted in August 2006. At that stage the Council had failed to appoint a deputy chair and an honorary secretary and so by default the council was left with only two officers, Brian Gates as Chair and John Gay.

Under its old constitution the Council had a maximum term of office for its officers of nine years and this was carried forward into the memorandum and articles of the new trust. So as John Gay entered his ninth year he announced that he would be standing down from both posts in August 2009. It was then pointed out that the time clock legally was set to zero with the advent of the Council as a trust and so he could and should continue. However, he stood firm on the principle of the nine year span and handed over the treasurership to Trevor Cooling and the company secretary's role to Deborah Weston.

As an officer John Gay had begun to highlight the importance of the Council developing a PR strategy. At the Cardiff meeting of the Council in November 2007 he led an afternoon's workshop to generate ideas and support for such a strategy and at the end

of the meeting it was agreed to form an ad hoc PR group to advance planning and to seek funding for a three year promotional project.

Subsequently a very significant grant from the St Gabriel's Trust [£152,500 over four years] enabled a small PR firm [3:nine] to be engaged on a consultancy basis. This ad hoc group morphed into a formal committee of the Council and as its chair John Gay had to be co-opted back onto the Council's board. However, the end of the four year grant in August 2013 was the appropriate time to stand down and hand over to Jeremy Taylor. Much had been achieved in PR terms and not least the establishment of an All Party Parliamentary Group for RE.

### ***Culham College Association***

This is the association for former students of Culham College. It still holds two reunions a year at the site of the old college and has a luncheon and then Evensong in the chapel. A magazine is published and circulated twice a year. The Foundation has always assisted with the production of the copy for the Evensong service and John Gay has been their honorary chaplain since 1980. There has been an informal rota of ordained former students and staff for conducting the service.

### ***The Religion and the Environment Project – REEP***

This project was initiated by Diana Lazenby and established as an independent charitable trust but which nevertheless worked closely with Culham on a number of projects. So for example the Advent, Christmas and Easter online calendars and resource features were developed and circulated jointly and the *What's on* weekly listing of mainstream broadcasts which had a relevance for RE was undertaken on a collaborative basis. REEP's plans to develop a faiths garden at the side of St Nicholas Cole Abbey was another example.

REEP's own activities included developing a website of resources on the environment tailored for use by RE teachers and holding several national competitions for schools culminating in prize-givings at places such as the Museum of Garden History in Lambeth and with celebrities such as the Flying Gardener presenting the prizes. In-service training days have also been run and a particular feature has been highlighting the value of the project's material for cross-curricular work in schools.



## 9. People

### *Culham's preparatory consultations*

Before any research and development work was started, a major programme of consultations was initiated and carried out in 1980 and 1981. The titles given are those which people held at the time of interview. The consultations were usually one-to-one meetings with John Gay and included:

#### *Oxfordshire Education Department*

Mr Tim Brighouse – Chief Education Officer  
Mr Charles Barnham – Senior Secondary Adviser  
Mr Gilbert Griffin – Chair of the RE Panel

#### *Oxford University*

Dr Harry Judge – Director of the Education Department  
Dr David Hargreaves – Reader in Education  
Dr John Barton – Lecturer in Theology  
Mr Michael Brock – Warden of Nuffield College, and Chair of the Delegacy for Education  
Mr Mac Spencer – Secretary of the Delegacy for Education and a founding Fellow of St Cross College  
Dr Bill Halls – University Lecturer in Comparative Education  
Dr Vivian Williams – University Lecturer in Educational Management  
Education Department Staff – John Gay held a Research Associateship at the Department during 1980 – 81 in order to enable informal consultations to take place.

#### *Oxford Diocese*

In addition to the Bishop of Oxford, the Bishop of Dorchester and three Archdeacons who were already Trustees:

Canon Vincent Strudwick – Director of Education  
Miss Margaret Newton – Schools Officer

#### *Church of England Board of Education*

Canon Robert Waddington – Chief Education Officer  
Mr Colin Alves OBE – Colleges officer  
Mr Alan Brown – RE Officer and Director of the National Society's RE Centre

#### *Church Colleges of Higher Education*

Principal and senior staff at - St Paul and St Mary's College Cheltenham  
- S. Martin's College, Lancaster  
- King Alfred's College, Winchester  
- Westminster College, Oxford  
- Ripon and York St John  
- Bishop Grosseteste College, Lincoln

Church Colleges Staff Conference

#### *Closed Church Colleges*

Professor John Dancy – St Luke's College Exeter  
Dr Peter Green – St Hild and St Bede's College Durham

### *Former Culham staff*

Dr John Wyatt – former Principal  
The Revd Peter Doble – former Head of Religious Studies  
Mr Tom Pearce – former Head of Education

### *Others*

Sir James Cobban – Head of Abingdon School  
Dr Cedric Cullingford – Head of the Department of Education at Oxford Polytechnic  
Dr Sinclair Goodlad – Imperial College and Secretary of the Foundation for the Study of HE  
Professor Edward Hulmes – Director of the Farmington Institute  
Mr Brian Kay HMI – Chief Inspector responsible for Research and Teacher Training  
The Revd Alan Loosemore HMI – Staff Inspector responsible for RE  
Professor David Martin – Professor of the Sociology of Religion at the LSE  
Professor Roy Niblett – formerly Professor of HE at London University  
Dr Edward Robinson – Director of the Religious Experience Research Unit  
Dr David Smetherham – Schools Council  
Dr Alfred Yates – Director of the National Foundation for Educational Research

### ***Culham Trustees***

The bishop and the three archdeacons of the Diocese of Oxford were ex officio trustees. The Diocesan Council of Education nominated one trustee. The rest were co-opted members.

### *Chairs of the Trustees*

Witton-Davies, The Venerable Carlyle	1980 – 1982
Price OBE, Miss Mary	1983 – 1988
Denny, Mr Steve	1988 – 1993
Chapman, Miss Shirley	1993 – 1996
Youthed, Mrs Linda	1996 – 2000
Williamson OBE, The Revd Canon Tony	2000 – 2012

### *Clerks to the Trustees*

Youthed, Mrs Linda	1980 – 1994
Thirkettle, Mrs Sue	1994 – 2001
Gay, The Revd Dr John	2001 – 2011
Lazenby, Mrs Diana [Deputy Clerk]	2004 - 2011
Chater, Dr Mark	2011 - 2012

### *Trustees*

If no resignation date is given, that person continued as a Trustee until the point of merger with St Gabriel's in 2012.

### *1980*

Bedwell, Mr Henry [ died in office in 1982]  
Bone, The Venerable John, Archdeacon of Buckingham [resigned 1989 on becoming Bishop of Reading]

Brown, The Venerable John, Archdeacon of Berkshire [resigned 1987 on becoming Bishop of Cyprus and the Gulf]  
Cain, Mr John [resigned 1989]  
Denny, Mr Steve [resigned 1993]  
Meyer, The Rt Revd Conrad, Bishop of Dorchester [resigned 1987]  
Price OBE, Miss Mary [resigned 1994]  
Rodger, The Rt Revd Patrick, Bishop of Oxford [retired 1987]  
Witton-Davies, The Venerable Carlyle, Archdeacon of Oxford [retired 1982]

*1982*

Weston, The Venerable Frank, Archdeacon of Oxford [resigned 1997 upon becoming Bishop of Pontefract]

*1983*

Paine, Mr Geoffrey [resigned 1992 due to audit rule changes but remained as financial adviser]. Upon retirement in 1997 he was reappointed as a trustee.

*1987*

Griffiths, The Venerable David, Archdeacon of Berkshire [retired 1992]  
Harries, The Rt Revd Richard, Bishop of Oxford [retired 2006]  
Strudwick, The Revd Canon Vincent, Diocesan Director of Education [resigned 1991]

*1990*

Chapman, Miss Shirley [resigned 2003]  
Morrison, The Venerable John, Archdeacon of Buckingham and then Archdeacon of Oxford [retired 2005]

*1991*

Williamson OBE, The Revd Canon Tony, Diocesan Director of Education and then co-opted.

*1992*

Birchall, Miss Dorothy [resigned 2003]

*1993*

Hill, The Venerable Mike, Archdeacon of Berkshire [resigned 1998 upon becoming Bishop of Buckingham – later Bishop of Bristol]

*1994*

Youthed, Mrs Linda [resigned 2000]  
Carter, Mr David [resigned 2000]

*1998*

Goldie, The Venerable David, Archdeacon of Buckingham [died 2002]  
Russell, The Venerable Norman, Archdeacon of Berkshire

*2001*

Fageant, Mrs Jo, Diocesan RE Adviser

2002

Watson, The Venerable Sheila, Archdeacon of Buckingham [resigned 2007 upon becoming Archdeacon of Canterbury]

Sullivan, Mr Danny, Diocesan Director of Education [resigned 2003]

2003

Pring, Professor Richard, Director of the Department of Education, University of Oxford and Fellow of Green College [resigned 2008]

2005

Stephen, Mr Leslie, Diocesan Director of Education

Hubbard, The Venerable Julian, Archdeacon of Oxford, [resigned 2011 upon being appointed Director of the Ministry Division of the Archbishops' Council]

2006

Keast OBE, Mr John, Chair of the RE Council of England and Wales

Newell, The Revd Canon Dr Edmund, Chancellor of St Paul's London and then Sub-Dean of Christ Church Oxford. Currently Director of Cumberland Lodge [resigned 2010]

2008

Gorham, The Venerable Karen, Archdeacon of Buckingham [resigned 2012]

Pritchard, The Rt Revd John, Bishop of Oxford [resigned 2012]

2011

Hughesdon, Mr John

At the point of merger with St Gabriel's, the following became trustees of the new Culham St Gabriel's Trust:

Davey, Mrs Anne

Fageant, Mrs Jo

Hughenden, Mr John

Keast OBE, Mr John

Russell, The Venerable Norman

Stephen, Mr Leslie

Williamson, The Revd Canon Tony

### ***The St Gabriel's Trustees***

In 1977 the Trust came into being under a Charity Commission Scheme dated 15 March 1977. Its registered charity number was 312933.

The custodian trustee was the National Society [Church of England] for Promoting Religious Education throughout the life of the Trust.

In 1991, the trust deed was updated as follows:

The ex-officio trustees were:

The General Secretary of the National Society

The Warden of Goldsmiths College

The Vicar of St John the Divine Kennington.  
A further maximum of nine trustees could be co-opted.

In 2001 the trust deed was further updated as follows:

The ex-officio trustee was:

The General Secretary of the National Society

The following had the right to nominate one trustee each:

The National Society

Goldsmiths College

A further maximum of nine trustees could be co-opted.

#### *Available records*

The audited accounts go back to the time of the foundation of the Trust in 1977. However the earliest audited accounts were simply financial ones. In 1991 the reporting requirements were changed and the accounts now included details of the trust deed and the list of trustees. The minutes of the trustees meetings go back as far as the 27<sup>th</sup> meeting in May 1985 but there are no minutes extant for the earlier period 1977 – 1984. The minutes of the 27<sup>th</sup> and 28<sup>th</sup> meetings in 1985 are in the Church of England Records Office and the minutes of the 29<sup>th</sup> meeting onwards are in the minutes file in the CSTG office.

#### *Chairs of the Trust*

Lamb, The Hon Mrs Anne 1977 - 1987

Chadwick, Dr Priscilla 1987 - 2012

#### *Clerks to the trustees*

Reed, Mr Anthony 1977 - 1987

Duffell, Mr Peter 1987 - 2012

Duffell, Mrs Brenda [Assistant Clerk] 1987 – 2011

#### *Trustees*

Where no resignation date is given, the person concerned continued as a trustee until the time of merger with Culham in 2012.

#### *1983*

Lamb, The Hon. Mrs Anne, formerly Chairman of St Gabriel's College [resigned 2000]  
Alves OBE, Mr Colin, nominated by the National Society, becomes ex officio in 1985 as General Secretary of the National Society, and co-opted again in 1990 upon retiring as General Secretary [resigned 2009]

Blackburn, Miss Jane, final Principal of the College [resigned 1990]

Chadwick, Dr Priscilla, nominated by the National Society, subsequently became Principal of Berkhamsted Collegiate School

Dennen, The Revd Lyle, Vicar of St John the Divine Kennington [resigned 1999 upon being appointed Archdeacon of Hackney]

Duncan, Miss Dorothy, nominated by Goldsmiths [resigned 1998]

Hoggart, Dr Richard, Warden of Goldsmiths [resigned 1984]

Kirk, The Revd Geoffrey, Curate of St John the Divine Kennington [resigned 1992]

Leedam, Mr SD, nominated by Goldsmiths [resigned 1986]

Martyn, Mr Roger [resigned 1999]  
Waddington, The Revd Canon Robert, General Secretary of the National Society  
[resigned 1984 upon appointment as Dean of Manchester]

*1984*

Rutherford, Professor Andrew, Warden of Goldsmiths [resigned 1992]

*1985*

Knight, Mr Roy, previously Principal of Whitelands College Roehampton [resigned  
1989]

*1987*

Guy, Mr Shane, Registrar of Goldsmiths [resigned 2005]

*1989*

Fawcitt, Mrs Polly, Secretary of the Sir Halley Stewart Trust [resigned 1995]

*1990*

Duncan, Mr Geoffrey, General Secretary of the National Society [resigned 1998]

*1991*

Harrison, Mr Roger [resigned 2003]

*1992*

Borthwick, Mrs Linda, Southwark Diocesan Director of Education to 2008, continued as  
a trustee to 2010

Gregory, Professor Kenneth, Warden of Goldsmiths [resigned 1998]

*1995*

Pendlebury-Green, Mr Arthur, formerly a head teacher and Chair of the National  
Association of Head Teachers [died in office 2009]

*1998*

Hall, The Revd Canon John, General Secretary of the National Society [resigned 2007  
upon being appointed Dean of Westminster]

Pimlott, Professor Ben, Warden of Goldsmiths [resigned 2001]

*1999*

Roy, Ms Judith [resigned 2001]

*2000*

Ainsworth, Ms Susanna, Cathedral Education Officer at St Alban's [resigned 2007]

*2001*

Galloway, The Revd Dr Peter, nominated by Goldsmiths, currently Queen's Chaplain of  
the Savoy and Visiting Professor at Brunel University [resigned 2004]

Wright, Dr Andrew, Professor of Religion and Education, King's College London  
[resigned 2010]

*2002*

Killingray, Mr David, [resigned 2005]

*2003*

Cowen, Mr James, financial consultant  
Morris, Ms Rosemary, [resigned 2005]

*2004*

Keast OBE, Mr John, Chair of the RE Council of England and Wales

*2005*

Giles, Mrs Jessica, solicitor  
Halvorson, Ms Mary Claire, senior lecturer Goldsmiths [resigned 2011]  
Lane, Mrs Barbara, Southwark Diocesan Director of Education

*2007*

Ainsworth, The Revd Janina, General Secretary of the National Society.

*2008*

Stephenson, Mr David, teacher of RE and Music [resigned 2011]

*2009*

Walters, Ms Rosemary, Lecturer in Primary Education, Canterbury Christ Church University

*2010*

Gearon, Dr Liam, Lecturer in RE and Associate Professor, University of Oxford  
Gill, Mr Bruce, Chair of the National Association of SACREs  
Weston, Mrs Deborah, Secretary of the RE Council of England and Wales

*2012*

The final trustees were:

Chadwick, Dr Priscilla – chair  
Ainsworth, The Revd Janina  
Cowen, Mr James  
Gearon, Dr Liam  
Giles, Mrs Jessica  
Gill, Mr Bruce  
Keast OBE, Mr John  
Lane, Mrs Barbara  
Walter, Ms Rosemary  
Weston, Mrs Deborah

### ***The St Gabriel's Programme Policy Group Members***

The first meeting was held in 1990.

*Representing St Gabriel's*

Dr Priscilla Chadwick – Chair of the PPG meetings throughout its life

Mr Peter Duffell – Clerk of the Trust attended throughout  
Mrs Brenda Duffell – Assistant Clerk of the Trust also attended throughout

Mr Colin Alves OBE – to 2006  
The Hon Mrs Anne Lamb - to Sept 2004  
Mr Roger Martyn - first two meetings

Mrs Linda Borthwick – from 1993 to 2007  
Ms Susanna Ainsworth – from 2001 to 2008  
Mr John Keast OBE – from 2004  
Mr Arthur Pendlebury-Green – from 2005 to 2008  
Mrs Barbara Lane – from 2006  
Mrs Jessica Giles – from 2006  
Mrs Mary Claire Halvorson - from 2008  
Mr David Stephenson – from 2008 to 2010  
Ms Rosemary Walters - from 2010

From November 2004 the PPG meeting was held on same day as the Trustees meeting and prior to it. Accordingly all trustees received the papers and were welcome to attend. The above are those who attended occasionally or regularly.

#### *Representing Culham*

There was always at least one Culham trustee who was a member of the Group.

#### *Culham's Operational Team*

The Revd Dr John Gay - throughout  
Mrs Diana Lazenby - throughout  
The Revd Eric Lord – to 2000  
Ms Carol Robinson from 1997 - 2000  
Mrs Rosemary Peacocke – to 2004  
The Revd Tony Parfitt- from 2002  
Mr Dick Powell attended occasionally for TeachRE items

If no end date is given, this means the person continued as a member until the de facto operational end of the Programme in autumn 2011 prior to merger of the two trusts in June 2012.

#### ***Culham Staff and Associates***

##### *Director*

The Revd Dr John Gay 1980 – 2011 [previously Chaplain and Senior Lecturer Culham College, and then Lecturer in RE and in Educational Management, Department of Education University of Oxford. Currently Honorary Research Fellow, Department of Education, University of Oxford and Visiting Professor, University of Winchester]

##### *Senior Project Associates*

Mr Brian Kay 1982 – 1995 [previously HM Chief Inspector for Research and Teacher Training]



Mr George Perry 1982 – 1992 [previously Senior Lecturer in Education and Staff Tutor, Department of Education, University of Oxford]

Mrs Rosemary Peacocke 1989 - 2004 [previously HM Staff Inspector for the Early Years]

The Revd Eric Lord 1990 – 2001 [previously HM Chief Inspector for RE and FE]

Mrs Diana Lazenby 1994 – 2011 [1984 – 1994, respectively Project Assistant, Project Officer, Senior Project Officer, Deputy Director]

The Revd Tony Parfitt 1995 – 2012 [previously HM Inspector for Educational Technology]

Professor Terence Copley 2007 – 2008 [Professor of RE, University of Oxford]

#### *Project Officers*

The Revd Dr Leslie Francis 1982 – 1989 [Senior Project Officer from 1986. Currently Professor of Religion and Education, University of Warwick and Canon Theologian of Bangor Cathedral]

Mrs Jan Greenough 1991 – 2001 [previously an editor with publishing companies]

Mrs Sue Srawley 1990 – 2001 [previously a humanities teacher in a comprehensive school]

Ms Tina Renshaw 1999 – 2001 [previously head of RE in a grammar school]

Mr Dick Powell 2002 – 2005 [previously head of RE and head of sixth form in a comprehensive school, and subsequently Project Associate 2005 – 2012]

Mrs Helen Newdick 1991 – 1994 [Project Assistant 1985 – 1991]

Ms Carol Robinson 1997 – 2000

Mr James Robson 2006 - continuing

#### *Project Associates*

Dr David Lankshear 1984 – 89 [previously Schools Officer for the Church of England]

Mrs Brenda Gay 1983 – 1986 [previously Lecturer at Culham College and subsequently Director of the PGCE course, King's College, University of London]

Mr David Walters 1988 - 1989

The Revd David Barton 1992 – 93 [previously Schools Officer, Diocese of Oxford]

The Revd Richard Atkinson 1985 – 1987 [curate at St Helen's Abingdon, currently Bishop of Bedford]

Dr Graeme Watson 2002 – 2011 [primary school teacher and then free-lance consultant]

Mrs Caroline Haines 2007 – 2009 [fund raiser for the St Nicholas Cole Abbey project]

#### *Foundation Secretaries*

Mrs Joyce Danby 1980 - 1991

Mrs Ingrid Reichart 1991 - 1994

Mrs Di Robertson 1994 - 2003

#### *Institute Secretaries*

Mrs Heather Knight 1981 - 1983

Ms Clare Gowing 1983 - 1984

Mrs Kim Taylor 1984 - 1989

Mrs Liz Dawson 1989 – 1996

Ms Nichola Challenger 1997 - 2002

### *Office and Operations Managers*

Mrs Alex Sears 2002 – 2004  
Ms Bronwyn Davison 2004 - 2006  
Mrs Deborah Elwine 2006 - continuing

### *Project Assistants*

Ms Judith Muskett 1982 – 84 [subsequently an Assistant Registrar at Oxford University and recently completed a doctorate at the University of York St John]  
Mr Michael Jackson 1983 – 84 [worked on Culham projects at the Oxford University Computer Centre]  
Mrs Liz More O’Ferrall 1987  
Mrs Kim Taylor 1989 – 1993  
Mr Antony Hovanessian 1993 – 1994 [subsequently qualified and worked as a solicitor]  
Ms Julia Smythe 1994  
Ms Victoria Williams 1994 – 1995  
Ms Carol Robinson 1995 -1997  
Ms Eleanor Purser 1995 – 1996  
Ms Sarah Knapper 1997  
Ms Sarah Cowburn 1997 - 1999  
Ms Alex Ivey 1999 – 2002  
Ms Ruth Curry 2003  
Ms Gemma Roche 2004 – 2006  
Ms Helen Dobson 2006 – 2007  
Ms Polly Challis 2008 – 2010

### *Additionally*

A team of eight Abingdon based part-time questionnaire coders worked 1983 – 89.

Throughout the period in Abingdon from 1981 – 2002 there was usually at least one student employed as an administrative assistant during vacations – frequently the daughter of a colleague or a daughter’s friend.

In Oxford from 2002 onwards, again a daughter of a colleague and one of the graduate research students in the University education department was always available. In particular Dr Yan Xue worked with Dick Powell on the TeachRE project.

### *Other partners*

Mr Martin and Mrs Margaret Brasier 2000 – 2011 [for website development]  
Dr Malcolm Newdick and Riverbank 1989 – 2011 [for computer support]  
RE and the Environment Project colleagues [collaborations on various online resource developments]

## ***The Association of Church College Trusts***

### *Chairs of the Association*

Professor John Dancy [St Luke’s Exeter]	Oct 1978 – May 1980
The Hon Mrs Anne Lamb [St Gabriel’s London]	Nov 1980 – May 1982
Mr Steve Denny [Culham Oxon]	Oct 1982 – May 1984

Mr Eric Clegg [St Mary's Bangor]	Nov 1984 – May 1986
Mr Terry Phillips [St Matthias Bristol]	Nov 1986 – May 1988
Prebendary Dr Eric Tinker [All Saints London]	Nov 1988 – May 1990
Mr Bill Etherington [Keswick Hall Norwich]	Nov 1990 – May 1992
Mr Colin Alves OBE [St Gabriel's London]	Nov 1992 – May 1994
Mr Pat Saxton [All Saints London]	Nov 1994 – Nov 1998
<i>Acting Chairs</i>	
Mr Colin Alves OBE	May 1999
Mr Terry Phillips	Nov 1999
Mr Colin Alves OBE [St Gabriel's London]	May 2000 – May 2001
Mr Arthur Pendlebury-Green [St Gabriel's London]	Nov 2001 – Nov 2008
The Revd Canon Peter Hartley [All Saints London]	May 2009 –
<i>Secretaries of the Association</i>	
Mr Hilary Barber [All Saints London]	Oct 1978 – May 1985
Mrs Linda Youthed [Culham]	Nov 1985 – May 1991
Mrs Diana Lazenby [Culham]	Nov 1991 – May 1994
The Revd Dr John Gay [Culham]	Nov 1994 – Oct 2011
<i>Chairs of the Clerks Meeting</i>	
Mr Terry Phillips [St Matthias]	1990 – 1998
Mr Peter Duffell [ St Gabriel's}	1998 –
<i>Chairs of the Policy Studies Group</i>	
The Rt Revd John Gibbs	1990 – 1994
Mr Colin Alves OBE	1994 – 1999
Mr Colin Broomfield [Hockerill]	2000 – 2002
<i>Chairs of the REonline Steering Group</i>	
Mr Arthur Pendlebury-Green	2005 – 2009
Miss Ena Evans	2009 - 2011
<i>Chair of the TeachRE Steering Group</i>	
Mr Arthur Pendlebury-Green	1999 – 2009

## 10. Resource Productions and Publications

### Early research articles in external publications

Gay, J.D. (1979) The ethos of the school, *Heirs and Rebels*, Bloxham Project publication.

Gay, J.D. (1981) Religious bias, Warren-Piper, D. *Is Higher Education Fair?* SRHE, pp 140 – 159.

Wyatt, J.F. & Gay, J.D. (1984) The educational effects of different sizes and types of academic organization, *Oxford Review of Education*, Vol.10, No.2, pp 211 – 223.

Gay, J.D. & Wyatt, J.F. (1988) Aspects of the role of the residential theological college in the initial education and training of the clergy of the Church of England, *Studies in Higher Education*, Vol.13, No. 3, pp 249 – 261.

Gay, J.D. (1988) The Churches and the training of teachers in England and Wales, McClelland, A. *Christian Education in a Pluralist Society*, Routledge, pp 207 – 233.

Gay, J.D. (1989) The Church College Trusts, Brighton, J.T. *150 Years: the Church Colleges in higher education*, West Sussex Institute of Higher Education, pp 99 – 116.

Gay, J.D. (1995) Compulsory RE: is it a benefit? *Future Progress in Religious Education*, the Templeton London Lectures, RSA, pp 7 – 17.

### Culham publications - general

Gay, J.D. (1979) *The Christian Campus? The Role of the English Churches in Higher Education*.

Gay, J.D. (1982) *The Debate about Church Schools in the Oxford Diocese*.

Francis, L.J. (1983) *Logic of Education, Theology and the Church School*.

Gay, J.D. (1983) *Chaplaincy in Church Colleges*.

Francis, L.J. (1984) *Assessing the Partnership 1944 – 1984: an interim report on RE, assemblies and Church primary schools in Gloucestershire*.

Gay, J.D. (1985) *Between Church and Chalkface: the views of teachers in Church of England aided secondary schools in the Oxford Diocese*.

Gay, B.M. (1985) *The Church of England and the Independent Schools*.

Gay, J.D. (1985) *The Size of Anglican Primary schools*

Francis, L.J. and Atkinson, R.W.B. (1987) *Young People in Abingdon*.

Kay, B.W. (1988) *Managing the Church Schools; a study of the governing bodies of Church of England aided primary schools in the Oxford Diocese.*

Gay, J.D. (1988) *Opting Out: Grant Maintained Primary Schools*

Gay, J.D. et al [1991] *A role for the future: Anglican primary schools in the London Diocese.*

Gay, J.D. et al [1991] *Schools and church: Anglican secondary schools in the London Diocese.*

Kay, B. and Greenough, J. [1994] *Choosing a church school: parents reasons for choosing Anglican secondary schools in the London Diocese.*

Kay, B.W. et al [1993] *Communion before Confirmation: a report on the survey.*

Gay, J.D. and Williams, V. [1995] *Diocesan Boards of Education.*

RE Council of England and Wales (1996) *Collective worship in schools.*

RE Council of England and Wales (1998) *Collective worship reviewed: report of the 1997 consultation.*

Poole, M. (1998) *Teaching about science and religion, Engaging the Curriculum Science Project.*

Wright, A. (1998) *Spiritual pedagogy: a survey and reconstruction of contemporary spiritual education in England and Wales.*

Wright, A. (1999) *Discerning the spirit: teaching spirituality in the RE classroom.*

### **Culham publications - The Church Colleges Research Project**

Gay, J.D. [1979] *The Christian Campus? The Role of the English Churches in Higher Education.*

Gay, J.D. [1983] *Chaplaincy in Church Colleges. A study of the role of the Chaplain in thirteen Anglican Colleges of Higher Education.*

Interim Paper Number 1. (1984) *The Future of the Anglican Colleges. A view from the Synod, the Board of Education and Diocesan Directors of Education.*

Interim Paper Number 2. (1984) *The Future of the Anglican Colleges. A View from Church Schools and Theological Colleges.*

*Annexe to Interim Papers Numbers 1 and 2, 1984.*

Interim Paper Number 3, (1985) *The Future of the Anglican Colleges. A Preliminary Theological Critique.*

Interim Paper Number 4, (1985) *The Future of the Anglican Colleges. The First Year Students.*

Interim Paper Number 5, (1985) *The Future of the Anglican Colleges. The Third Year and PGCE Students.*

Interim Paper Number 6, (1985) *The Future of the Anglican Colleges. The College Staff.*

Interim Paper Number 7, (1985) *The Future of the Anglican Colleges. A view from the Headteachers of Teaching Practice Schools.*

John Gay, Brian Kay, George Perry and Diana Lazenby, (1986) *The Future of the Anglican Colleges. The final report of the Church Colleges Research Project.*

The Bulletins of the Engaging the Curriculum project, published between July 1994 and Spring 1998.

## **Broadcast and other media – but not websites [to 2005]**

### **1. Christianity in Today's World (BBC)**

Launched spring 1992 as a secondary package. Five programmes on Christianity, broadcast and video:

1. Changing world – Leicester
2. Material world – Rio de Janeiro
3. Human World – Florence
4. Musical world – Cape Town
5. Media world – Atlanta USA

Plus a teacher programme, teacher booklet and pupil book.

### **2. Three filler programmes (BBC)**

Launched late autumn 1993. Arose out of the 2<sup>nd</sup> competition.

1. Zacchaeus and Nicki Cruz. Shadow puppets. V popular
2. The Cynffig Christmas Cracker
3. The prize giving – v specific and therefore dated.

A 10 minute Q&A programme was also produced.

### **3. Eggshells and Thunderbolts (BBC)**

Launched December 1993 at Broadcasting House as a primary Inset package. Consisted of:

1. Two 30 min programmes broadcast and video
2. Radio programmes broadcast and on audio tape
3. A CDi
4. A teacher manual

5. A broadcast Q&A 10 min programme, filmed at a school in Reading, on how to use the package.

#### **4. *Living Stones (CDRom)***

Launched Jan 1996 as an internal Culham production. A set of 12 short stories on the history of Christianity in Britain for 8 – 14 year olds. Produced as a CDRom with a substantial teacher manual.

#### **5. *Christianity in Britain Today (BBC)***

Launched Jan 1996. A new secondary series of 5 programmes as part of the BBC's *Belief File* package. Broadcast and a video with guidance notes and additional material especially in the form of colour photos and OHTs. A strong historical dimension. This was seen as interrelating to *Living Stones*.

A 60 min programme using additional filmed material was made for transmission in 1997 on BBC night-time's *Learning Zone*.

*Four Lessons and a Funeral*, a 30 min Teacher programme for the *Teaching Today* series was first transmitted in Nov 1997. It was produced by Derek Butler. A teacher book to go with this was written by Diana. Was it ever produced as a video?

Two 5 min filler programmes on symbols and pilgrimage were made and first transmitted early 1997.

#### **6. *Story Keepers***

Teacher Guide written by Diana Lazenby to go with the video (1997).

#### **7. *Dottie and Buzz (Channel 4)***

Launched in Sept 1999 with first transmission that autumn. It consisted of:

1. 5 pupil programmes, broadcast and video.
2. A teachers guide
3. A pupil activity book
4. A big book
5. A website support

#### **8. *Faith Zone video***

This was salvaged from the Millennium Dome, produced as a video and distributed free to all secondary schools in spring 2002.

There are sections on the church in the landscape, Jesus in the UK, worship, healing, education, justice, freedom, mission and beginnings.

#### **9. *REdotComp CDRom on good practice in the use of ICT in RE* - October 2002.**

## **10. Teaching Christianity at KS1 (BBC)**

Produced as part of the Watch series as the teacher programme to accompany 3 pupil programmes, 3 big books and a teacher resource book. It has been made available as a video including the 3 pupil programmes. There was an associated Culham website.

## **11. TeachRE**

DVD: *Discover RE Teaching*  
*RE Teaching in Practice: examples of RE teaching in the classroom*

## **12. Collective Worship**

DVD: *Worship: its importance in belief and practice.*

## **Websites**

Culham's home website  
The REsite subsequently renamed REonline  
The RE Directory  
The Collective Worship site  
TeachRE  
National Centre for RE plans – St Nicholas Cole Abbey  
Dottie and Buzz 1999  
Dottie and Buzz 2008  
The St Gabriel's Programme

## **St Gabriel's Trust and Programme**

(published directly by the Programme)

1992

*RE: The Way Ahead?* – St Gabriel's Conference on RE

1993

*Time for Religious Education and Teachers to Match* – The Gates Report

1995

*National Collaboration in RE* – St Gabriel's Conference on RE

*The In-Service Training of RE Teachers* – The Report of an Action Research Project

1996

*Christian Theology and Religious Education*

1997

*Collective Worship Reviewed* – Report of the 1997 Consultation



1998

*Teaching about Science and Religion*  
*Supporting RE* newsletter – issue 1

1999

*The RE Directory*

*Remembering St Gabriel's*

*T S Eliot's The Idea of a Christian Society – Looking forward after sixty years*

*RE Futures*

*RE – Essence and Development* Centenary Conference Precedings

*RE – Essence and Development* Centenary Conference Proceedings

*RE – Essence and Development* Centenary Conference Summary of Proceedings

*RE – Essence and Development* Centenary Conference RE: Coming of Age

*Supporting RE* newsletter – issues 2 & 3

*Centenary Celebrations RE and the Millennium* (pink booklet)

*Sharing Ideas* – a list of millennium projects for Religious Education teachers

St Gabriel's website launched

2000

*Supporting RE* newsletter – issue 4

*Education for Good* Symposium Proceedings

*Whose Responsibility? The balance between local and national in RE* – proceedings of the October 2000 conference.

2000s

After 2000, outcomes from the Programme were web rather than print published.

**Note:**

The above list does not include those publications arising out of the Programme but published by others, e.g. *RE Futures* published by PCfRE; the *Engaging the Curriculum conference reports* published by Cassells; or *Between a Rock and a Hard Place*, a report on school worship, published by the National Society.

## 11. Appendices

### Appendix 1      Leslie Francis's Culham report 1982 - 1989

My appointment involved a specific brief to research the distinctiveness and effectiveness of church schools in the state maintained sector with special emphasis on the place of the Church of England. The main thrust of this research has involved two original empirical projects and the organisation of a large amount of theoretical literature. The empirical research has been published in two books, *Partnership in Rural Education* and *Religion in the Primary School*, as well as in a number of academic journals. The theoretical development has been published in academic papers and has also resulted in a joint book with the Reverend Dr Adrian Thatcher on *Christian Perspectives for Education* which awaits publication.

At the same time I have tried to place questions concerned with the distinctiveness and effectiveness of Church of England schools within the wider contexts of other types of church schools, the churches' broader work with children and young people and the whole issue of religious development during childhood and adolescence. This has involved continued research in identifying the antecedents and correlates of religious development between the ages of 8 and 16 and the establishment of new projects like the survey of young people in Abingdon and the survey of Anglican contact with children and young people undertaken in association with the General Synod report *Children in the Way*.

I have also argued that research in areas like church schools, Sunday schools and the psychology of religious development needs both to lead directly or indirectly to curriculum development, and to be shared with teachers and clergy during the initial or in-service training.

In order to summarise this range of work and to assess its impact, I have prepared five evaluations, each of which reviews one specific issue.

**1. Main publications in research and educational resources 1982-1988:** this paper provides a systematic history of the publications which I have authored or co-authored and which appeared in print before the end of 1988.

Publication is probably the most important medium through which the results of research are disseminated. Invitations to lecture about research tend to follow from rather than precede publications. The publication of research findings in book form is a particularly helpful way to bring data to a wide range of readers. During 1982-1988 I have published 7 research books, four paperbacks with Collins, one paperback with Costello and two hardbacks with Gower.

At the same time I have published regularly in a wide range of academic journals, including some of the more prestigious journals in psychology, education and religion, including the British Educational Research Journal, British Journal of Educational Psychology, British Journal of Educational Studies, British Journal of Religious Education, British Journal of Social Psychology, Educational Research, Educational Studies, Journal of Christian Education, Journal of Social Psychology, Lumen Vitae, Oxford Review of Education, Personality and Individual Differences, Psychological Reports, Religion, Religion Today and

the Scottish Journal of Theology. The practice of peer review exercised by such journals is an indicator of the quality of the contribution to the development of specialised knowledge.

The main areas in which I have published during the past seven years can be summarised under 15 key headings:

1. Monitoring attitudes towards Christianity during childhood and adolescence;
2. Personality and religious development;
3. Personality research;
4. Measuring the dimensions of Christian belief;
5. Anglican schools;
6. Catholic schools;
7. The small school question;
8. Teenagers and the Church;
9. Teenage religion and values;
10. Religion and values during young adulthood;
11. Rural church;
12. Children, young people and the church;
13. Theology and education
14. Psychology of religion
15. Educational resources.

The following pages summarise the main publications within each of these 15 headings. The final section on 'educational resources' demonstrates the firm link between research and practical development. While the emphasis in this list must be on the publications which have emerged between 1982 and 1988, I have also included earlier publications in order to highlight areas of continuity with my earlier work and to emphasise areas of new development during the past six years.

One of my key motivations in publishing so extensively has been to help towards the establishment and maintenance of academic credibility for a free-standing research institute operating outside a university or college of higher education. I believe that I have helped to give the Culham College Institute a firm place in the Social Science Citation Index and similar records of productivity in educational spheres.

2. **Main conference presentations, seminars and study groups 1983-1988:** this paper provides a systematic listing of public speaking engagements undertaken under the auspices of the Culham College Institute.

By the end of 1982, my publications in research and curriculum development had become well enough established to attract a steady flow of invitations to lecture or to lead seminars, study days and conferences. During the six year period 1983 – 1988 such speaking engagements have been concentrated on seven main areas:

1. ***Children and Worship***, including the Teddy Horsley approach for pre-schoolers and infant pupils, a project learning approach to Christian nurture for junior aged children (see *His Spirit is With Us*), children and communion, and family worship (see *Making Contact*);

2. ***Measuring attitudes towards Christianity during childhood and adolescence***, including measurement theory in the psychology of religion, the refinement of measurement indices in Christian development, monitoring changes with age and over time, and the relationship between attitudes towards Christianity, personality and other psychological dimensions;

3. ***Teenagers and the church***, including the results of my original British Council of Churches sponsored study, *Teenagers and the Church*, the application of these data to specific church contexts, and the development of related research studies like the Abingdon survey;

4. ***The rural church***, including the presentation of my original East Anglian study, *Rural Anglicanism*, the interpretation of these data for specific church situations, the theoretical issue of the relationship between research and the rural church, and the development of a 'church watch' programme for ordinands and ministry training students;

5. ***Research on church schools***, including the presentation of the findings of the Suffolk survey, Partnership in Rural Education, and the Gloucestershire survey, *Religion in the Primary School*, the discussion of the East Anglian study 1974-1982, and the place of non-Catholic pupils in Catholic secondary schools;

6. ***Youth unemployment***, including the presentation of the results from my YMCA studies (see *Youth in Transit* and *Young and Unemployed*), and the interpretation of these data for the churches contacts with young people;

7. ***Theology and education***, including a rationale for the place of theology within an educational critique, the developing theology for the role of church schools in contemporary society, and the relationship between theology and educational philosophy.

Presentations have included local, area, national and international events, for example:

1. international conferences organised by the International Seminar on Religious Education and Values in the Netherlands, Canada and Ireland, and by the British Council of Churches in England and Germany;

2. national conferences organised by the British Council of Churches, the Church of England, the Roman Catholic Church, the Baptist Church, the Church of Scotland and the Church in Wales, by the Rural Theology Association, the Church Union, the Church Society and other similar bodies;
3. diocesan events organised within the Anglican dioceses of Bath and Wells, Blackburn, Canterbury, Carlisle, Chester, Chichester, Coventry, Derby, Ely, Gloucester, Leicester, Lincoln, Liverpool, London, Newcastle, Oxford, Peterborough, Portsmouth, St Edmundsbury and Ipswich, Sheffield, Southwark, Truro and Worcester;
4. university seminars in Oxford, Nottingham, London, Birmingham, Leicester, Newcastle, Durham, Ulster, Amsterdam and Ottawa;
5. theological colleges including St Stephen's House, Wycliffe Hall, Cuddesdon, Lincoln, Chichester, the Cambridge Federation of Theological Colleges, St John's Nottingham, St John's Durham, the West Midlands Ministerial Training Course and the East Midlands Ministerial Training Course;
6. Anglican colleges, including Cheltenham, Whitelands, Winchester, Chester, Lincoln and York.

The clearest indicator of the way on which these presentations have been received has been the issuing of further invitations. Another indicator derives from the personal correspondence from organisers, some extracts from which are appended. The goodwill earned by these presentations is also reflected in the willingness of dioceses and individuals to co-operate in further research projects.

My intention in accepting such a heavy commitment to lecturing was to raise the profile of the Culham College Institute and to help local, area and national groups to perceive the value of Church-related research for their own concerns.

### **3. Requests for off-prints – who reads academic papers?**

This paper provides a detailed list of the wide range of individuals and institutions from whom I have received requests for off-prints of my publications during my time at Culham.

One of the incidental rewards of publishing in academic journals is the steady flow of requests from colleagues across the world for off-prints of specific papers. The very action of requesting an off-print indicates a real interest in the area of research and helps to establish in mind the author an institution to whom request is made. During my time at Culham I have systematically filed all requests for off-prints which have been sent to the Institute. The file does not contain the requests mailed to co-authors at other addresses.

During this space of time I have sent off-prints to 154 individuals. Sometimes an individual has written only once, requesting one paper. Many have followed the development of specific aspects of my work and written on a number of occasions, the maximum being seven. In addition to England, Scotland, Wales and Northern Ireland, requests have come from Argentina, Australia, Austria, Barbados, Belgium, Bulgaria, Canada, Channel Islands, Czechoslovakia, Chile, East Germany, Eire, Finland, France, Hong Kong, India, Israel, Japan, Lithuania, Mexico, New Zealand, Norway, Poland, Spain, Sweden, USA, USSR, West Germany and Yugoslavia.

To this list of 154 named individuals must be added many more who have written or phoned about specific aspects of my research, but not formally requested off-prints, those who subscribe to the appropriate journals, those who read the journals in libraries and those who make their own photocopies.

Another index of interest in research publications is given by the citation indices. Between 1981 and 1987 my works received 115 listings in the Social Science Citation Index. This number includes self-citations and the citation by others of multiple references. Nonetheless, the citation listing helps to demonstrate that my work has by no means been ignored by the academic community.

**4. A network of relationships:** this paper provides an indication of the wide range of people who have visited the Culham College Institute in order to discuss specific aspects of their interest in my work.

As my work in church-related research and curriculum development has become known, a wide range of people have written or telephoned for advice, help and comment. While the correspondence is far too large to summarise, an interesting indicator is provided by some of those who have decided to travel to visit the Institute itself. The list includes academic staff from British universities and polytechnics, as well as from the Anglican and Catholic colleges; academic staff from universities in Canada, the USA, Australia, the Netherlands, Germany, Eire and Hong Kong; research students from a range of universities in England, Scotland and Wales; key individuals from diocesan and national church bodies; parish clergy on secondment, on St George's House, Windsor, courses and pursuing private study; practising teachers on secondment or pursuing further study.

Some of these contacts have led to prolonged co-operation and to fruitful developments. For example, meetings with Dr Joseph Rhymer and Harry Gibson have led to interesting work on church schools in Scotland; meetings with Sister Josephine Egan have led to detailed examination of Catholic school data from Wales, Australia and the USA; meeting with David Lankshear have led to the refinement of research projects in the diocese of Chelmsford and to the establishment of the national survey on Children, Young People and the Church.

**5. Recent publications, publications in press and on-going areas of work:** this paper builds the bridge between the activities of the past two years and possibilities for the future. It indicates the potential within a wide range of on-going studies.

The transition from one research post to another provides an appropriate opportunity to take careful stock of the most recent and on-going areas of work.

The first three lists, concerning recent publications, works accepted for publication and works completed and seeking publication, indicate the range of areas which have been actively pursued during the past two years and which have resulted in clearly identifiable products. The range includes work on church schools, the rural church, attitudes towards Christianity during childhood, adolescence and adulthood, science and religion, small schools, personality and religion, teenage values, family worship and work associated with the General Synod report *Children in the Way*.

The fourth list identifies the wide range of projects, based on empirical data or theory, in which I have an on-going active interest. Some of these projects are best identified through naming specific areas of enquiry, for example work concerned with the rural church or with teenagers and the church; some are best identified through the specific organisations which have helped to shape them, for example the National Council of YMCAs or the Church Union; others are best identified through the individual with whom I have co-operated in one capacity or another, for example the secondary analysis of Harry Gibson's PhD data from Dundee, or the work on Christian Insights in the Curriculum undertaken jointly with the Revd Dr Adrian Thatcher. My involvement in some of these areas is much greater than in others. Some of these areas have already led to publications, like the work on Young People Today or on Children, Young People and the Church; other areas, like the video work with the Church Union or the study of the psychology of prayer with Professor Laurence Brown, have not as yet resulted in specific products. Precisely how these areas of on-going work will now develop will depend on a range of factors, including time and financial resources.

## Appendix 2 National seminar on research into Church schools

held at King's College, University of London on Wednesday 31<sup>st</sup> March 1982

### Synopsis of the Day

**The purpose** of the Seminar was to bring together a wide range of people working on the issue of Church schools to help them establish initial contact and begin the process of sharing ideas. The majority of the participants submitted abstracts of their work.

### Chairman's overview

1. The Seminar had been convened to begin the process of giving more unity and coherence to research work on Church schools. Researchers often felt isolated and there was a danger of duplication of effort through lack of co-ordination.

While the Seminar included those concerned with implementing policy and also with R.E., the main focus was on research into the Church school system itself. More focused sessions on the relationship between research and policy and between Church schools and R.E. might be organised in the future.

A common theme emerged from the abstracts: *What are Church schools for?*

This question has always been there, but an implicit consensus about Church schools has been maintained from the Butler Settlement of 1944 until very recently.

Today Church schools are news: a selection of recent press cuttings put on display were pointed to as evidence.

"The Guardian and The Times have carried leaders about Church schools, a range of personalities ranging from Lord Scarman to Caroline Benn have made pronouncements about them; they have been variously condoned or condemned in journals such as Education and the Times Educational Supplement; and the Parliamentary Select Committee on Education and Science have given them a continued blessing.

Most of the discussion has been about Church schools in the maintained sector and so in practice we are talking about Roman Catholic and Church of England schools, although there are also a number of Ecumenical, Methodist and Jewish schools.

The two main providing bodies operate on very different assumptions:-

1. The Roman Catholic Church's policy is mainly a domestic one providing Roman Catholic schools for Roman Catholic children.
2. The Church of England operates a dual policy of providing both for Anglican children and for the community in general.



At present both Churches are questioning their involvement in the statutory system, while ethnic groups are beginning to ask for their own voluntary aided schools with particular pressure coming from within the Muslim community. Interestingly the Church schools in the independent sector have yet to come under the spotlight, although this is likely to happen as a General Election draws nearer. Related to these is the growth of the Christian Schools Movement.”

Issues affecting the debate about Church schools include:-

- (a) Falling rolls and school closures
- (b) The popularity of Church schools in many areas
- (c) The administrative complexity and inconvenience of the Church school system both for the lea's and for the Church
- (d) The need to draw up admissions policies following the 1980 Education Act.
- (e) Church schools are accused of bias at class, academic and racial levels
- (f) Church schools are becoming a political issue
- (g) Church schools in the independent sector
- (h) Questions about their continued involvement in the system are being asked by both the Church of England and the Roman Catholic Church

### ***Reports from Discussion Groups***

#### *1. The Church school as an organisation*

1. What can be said about the expectations which different groups hold about Church schools? This issue is being highlighted by the need to produce admissions policies. Different groups seem to have different expectations and there may well be differences within as well as between schools. It is hoped that research could produce evidence about differing expectations.
2. What are the means by which these expectations can be fulfilled? Assemblies and R.E. teaching; governing bodies; attitudes of teaching staff. There is a need for a clear link between expectation and development.
3. The effectiveness of Church schools. This question, although crucial, can only be tackled when information begins to emerge from the first two questions.

#### *2. The Church school in its context*

1. The effects on schools of a multi-cultural context. Were church schools providing encouragement to other religious groups to ask for their own aided schools? It was recognised that there are a variety of responses even within one religious tradition.

2. The importance of the historical context after the 1944 Education Act. Although the 1944 Act is still in force the context has changed very greatly. The difference between 1944 and the present were discussed and the implications for the Church schools drawn out. Would current events force Anglican schools to become more denominational? To what extent do Church schools still have the public support? This came back to the basic question of what Church schools are for.
3. The relationship of research to practice. How can research affect practice and Church policy, especially when the Church of England has a tradition of independent action at both school and diocesan levels. The role of research appeared to be to clarify issues, make evidence available for decision makers and to point to likely consequences and certain courses of action.

### *3. Church schools and religious education*

Many of the abstracts raised three inter-related questions:

1. The nature of Christian education in Church schools
2. The nature of Christian nurture in general
3. What can be considered appropriate aims for Church schools

There seems to be a serious mismatch between expectations of clergy and Church Councils and what goes on in local churches on the one hand and what can and is happening in Church schools on the other.

The different attitudes of the various religious groups were highlighted:-

1. Roman Catholic schools providing mainly a domestic service for Roman Catholic children.
2. The Church of England operating a dual role: the possibility of two types of R.E. in the one Church school was discussed here.
3. The Free Churches who often look to state school R.E. as providing initiation into the Christian faith.

Many of the issues related back to the current debate about the objectives of religious education itself.

#### ***Brian Kay's evaluation***

1. The Seminar came at a very appropriate time in view of the mounting interest in and concern about Church schools.
2. There is a growing volume of investigation into the Church schools and a vital need for researchers to develop links with each other if their work is going to be fruitful. There is a classic case of 1 + 1 = more than 2.

3. Although Church schools have been in existence for 1.5 centuries, the difficult and complex question of what they are for has still not been answered properly. Catholics are clearer than the Anglicans, but not as clear as they used to be. There is a need for educational researchers and theologians to collaborate on this question.
4. An important issue is the ways the Church schools may be proving more effective than other schools. Answers to this could be crucial in determining the Church school system's future validity.
5. Related important issues for future work include:
  1. How children best learn religion
  2. Historical studies of the Church school system
  3. Policy studies of Church schools e.g. the current debate about admissions policies
  4. The Church school in a multi-cultural context
6. Given the uncertainty, confusion and complex mixture of perceptions about what Church schools are for, a greater clarification of this question will be needed before more detailed analyses of Church schools can be undertaken. Those researching Church schools have a major contribution to make here.

### ***Future Plans***

1. It was recognised that a theological critique of the Church's involvement in statutory education was necessary and that a dialogue ought to take place between theologians and educational researchers. Dr Gay mentioned the plan for an Anglican Colleges' Research Project which would be attempting to undertake this dialogue for the higher education scene and suggested that the two studies could be done in collaboration.
2. It was felt that a further full seminar in six to twelve month's time would be highly desirable. In addition smaller seminars focussed on particular issues would be extremely useful.
3. The need was expressed for a clearing house/co-ordinating base for research into Church schools and it was suggested that the Culham College Institute might be prepared to undertake this work. Dr Gay said that the Institute would be willing to act in such a capacity.

### ***Chairman's reflections a few days after the Seminar***

1. This Institute is very willing to act as a clearing house for work on Church schools. It is hoped that we can quickly build up:-
  - i) A register of research – indeed the Seminar abstracts already provide the

beginning of this.

- ii) A bibliography on Church schools. At a later stage this could be extended by adding abstracts.

2. The need for future seminars is recognised and this Institute is prepared to take the initiative in arranging them.

3. The relationship between research and practice is one that I hope will be explored more fully at the levels of policy maker, administrator, teacher and consumer. Unless this dialogue can be effectively undertaken there is a danger that research findings will not relate to practice. Furthermore it is hoped that practitioners can help set the research agenda.

### **Appendix 3 Thirty five years in the life of an RE Centre** – written by Colin Alves OBE

This short paper lays no claim to being a definitive history of the National Society's RE Resource and Development Centre. It merely sets out the how and why of the strong support given over the years by the St Gabriel's Trust to the purposes underlying the Centre.

The Centre was first established in 1974 on the campus of St Gabriel's College, a National Society teacher training college in Camberwell, S London. The post of Director of the Centre was held jointly with the post of Lecturer in Religious Studies in the College. The intention was to create a base where physical resources of all types could be available for inspection by students in the College and visiting teachers from Primary and Secondary schools and those working in 'Sunday Schools' (to use the generic term). It would be open to all, and residential accommodation was made available by the College for those coming from a distance, especially when attending one of the workshops which were occasionally organised to help participants explore the material more systematically. The 'Development' aspect of the Centre's work was built around in-service training sessions for (mainly local) teachers, with one major weekend gathering which helped prepare material ('The Camberwell Papers') for an education debate in General Synod. The Centre also acted as a physical base for a number of activities run by other related organisations, either for their regular meetings, or for larger, one-off meetings, such as that of the Inter-European Commission on Church and School.

This pattern of use had shown itself to be so important that when the College was merged with Goldsmiths' College a couple of years later, it was felt that the work of the Centre should continue, even though its physical base would no longer be available to it. Fortunately new premises were found at Maria Assumpta College in Kensington, where it was re-established alongside the parallel National RE Resource Centre run by the Catholic Church. Again, as well as rooms for the physical resource material, residential facilities were available, as well as a large hall for workshop/conference meetings.

A further consequence of the merger with Goldsmiths' was the establishment of the St Gabriel's Trust to manage the funds which were generated by the merger. The National Society was represented ex officio on the Trust, so it was natural that it would have a continuing interest in the work of the Centre. In the early years of the Trust its funds were not as plentiful as they became later, so when the costs of maintaining the Maria Assumpta premises became too great for the National Society to cover on its own, the Trust was not able to offer sufficient assistance. This meant that the Centre had to move again, this time to London Diocesan Church House in Causton Street. Although this provided adequate space for the physical resources, and good meeting facilities for small to middle-sized groups, there were no residential facilities.

Throughout these changes the successive Directors of the Centre maintained links with teacher training institutions across the country, and also with the various professional bodies which supported serving RE teachers. Additionally they were building links with the different faith communities, and were therefore closely associated with the new RE Council when it was formed. Another important legacy of the original basis of the

Centre at Camberwell was the continuing access through the National Society to the policy makers in the General Synod and their links with Government Departments. Perhaps the high point of this came with the negotiations leading to the passing of the 1988 Education Act, and the role played by the Chairman of the Society, the Bishop of London, who drew heavily on advice from the then General Secretary of the Society, and the then Director of the RE Centre whose contacts with the various elements within the RE world proved invaluable.

In more general terms, however, it was in the late 70s and 80s that three new significant developments took place. a) One was the growth of inter-Trust co-operation between the different bodies set up to manage funds which had become available from the earlier wave of closures of Church Colleges. b) As a result of this, Culham College Institute started playing a more significant part in the resourcing and development of RE, enhancing the work of the St Gabriel's Centre through various collaborative projects. c) The funds available to St Gabriel's increased significantly when Goldsmiths' decided to sell off the whole of the old St Gabriel's site. The two Trusts (Culham and St Gabriel's) then agreed to enter into a semi-formal partnership to promote and support RE particularly in Primary and Secondary Schools.

It was also about this time that the development of computer resources for school subjects was beginning to take off, and Culham provided a base for this type of development as it related to RE. St Gabriel's (and some the other Church College Trusts) contributed financially to such a development.

Meanwhile, at Causton Street the staff of the National Society Centre continued their work of running in-service courses and producing new resource material in both printed form and for publication on the internet. But then, with a change of policy at the National Society, it was decided to cut the Centre's staff, withdraw from the Causton Street premises, and house the physical resources in the Society's offices in Church House in Dean's Yard, Westminster. The premises there were very restricted, so this in effect put paid to the Centre's availability for in-service work and limited the access for those wishing to inspect the material on its shelves. After a comparatively short period, the Centre was shut down and the material sold off to a university library in the north of England.

The Culham Institute had meanwhile also moved out of its spacious premises in Abingdon and into more restricted space within the Oxford University School of Education building (which at least had the advantage of once again linking the work of the Institute with an active Higher Education presence in the field of RE). It was natural, then, that thought should be given to the establishment of an entirely new free-standing National RE Centre, possibly in London, and funded mainly from sources outside the College Trusts, though obviously with the hope of attracting such funding from these bodies as could be mustered. This Centre would provide the sort of facilities available at the original National Society Centre at St Gabriel's College (though probably with the exception of residential provision): a place for teachers to inspect and test current resources (sometimes accompanied by pupils); a place for workshops and discussion groups to meet; and additionally as an administrative base for those organisations closely related with the subject. One major difference from the original Centre would be the use of the internet as the prime source of information, though there would still be

the need for those responsible for providing that information in electronic form to have a physical base where they could collect and evaluate their material.

The possibility of such a development taking off seemed to be increased by the new supportive interest the Government was showing in the whole area of RE/RS in schools. A suitable building was identified, and negotiations between Culham (backed up by St Gabriel's personnel) and the relevant diocesan and local authorities seemed to be progressing well, as did the prospects of receiving the necessary funding. Unfortunately the credit crunch and subsequent recession seriously affected the funding prospects, so the Trusts involved have been seeking ways in which the project could be adapted in such a way as to enable their comparatively very small contributions to its achievement to be sufficient at least to keep it on the rails until such time as the financial climate proved more favourable again.

## **Appendix 4 Proceedings of the 2011 RE Community Conference**

**Held at Wokefield Park, Reading on 1-2 OCTOBER 2011**

### **1. Introduction**

This Proceedings of the RE Community Conference of 1-2 October 2011 follows on from the earlier initial summary of context, themes and outcomes, which was distributed to all conference participants and all RE Council members in November 2011. Because of the complexity and volume of the responses generated during the conference group sessions, it has been necessary to take time to collate them into a format that can be used by participants and RE organisations.

### **2. Context: The RE Community Weekend 2011**

The RE Community Weekend 2011 was a collaboration between the St Gabriel's Programme and the Religious Education Council of England and Wales. The 2011 event was a departure from the previous pattern of St Gabriel's CPD weekends, and it was planned in order to be relevant to a specific set of circumstances that were affecting RE at the time. The educational scene was changing very rapidly in ways which are negatively affecting RE. The introduction of the EBacc with the consequences for RE of having been left out, and the implications for RE of the review of the National Curriculum, are two examples of these. The community conference aimed to give an opportunity for some 200 participants from the world of RE to come together for a weekend to discuss ways forward for the subject.

It was clearly vital to have, within the conference membership, participants representative of (but not formally representing) the wide range of interests and involvements in RE. So the RE Council's member bodies were invited to nominate one person each. Early invitations were also sent to each of the officers and trustees of the RE Council. Three professional membership associations, the National Association of Teachers of RE (NATRE), the Association of RE Inspectors, Advisers and Consultants (AREIAC) and the Association of University Lecturers in RE (AULRE), along with the National Association of SACREs, were invited to nominate several. To ensure that RE teachers themselves were substantially represented, NATRE was invited to nominate 50, and also invitations were sent to those who had given up earlier weekends to attend the CPD ones. Others such as faith/belief organisations, RE publishers, resource providers and GCSE examiners were also invited.

In practice, a balanced invitation list does not necessarily result in a balanced participant list. Since the conference was not a decision-making body, the organisers imposed no strict requirement about representation. Participants were present either by nomination of their association/community, or as individuals in their own right. A significant number of participants were members of more than one association/community. This flexible approach helped to create a substantial and broadly-based spectrum of the RE community as a whole, with a good range of interest areas including, crucially, over 80 teachers.



The St Gabriel's Programme provided the resource for the event in the form of financial backing, organisation of the bookings and management of mailings. In view of the very specific circumstances threatening RE at the time, it was felt appropriate to ask the RE Council to devise a conference structure, including a keynote and themed questions in groups. Thus the Chair of the RE Council, John Keast OBE, was asked to draw up a programme and provide a keynote address. John had been elected as Chair of the RE Council, by the various RE member organisations. The content of the conference was designed to enable all views to be heard and discussed. It was decided not to issue the questions in advance, partly on the grounds that it was judged that it would be more effective in generating more spontaneous thought and discussion, and partly because events were still fluid right up to the date of the weekend.

The conference consisted of a keynote from John Keast, followed by work in groups over two days, addressing a set of questions about key aspects of RE policy. A closing plenary, designed to pull the main themes from the groups together, ended with a promise to turn the group reports into one coherent Proceedings document, which could be used by the RE Council, and other organisations supporting RE, as evidence of the thoughts of a substantial and broadly representative body of people from the RE community.

Therefore this Proceedings document reflects the hard work and thinking of all those who participated in the RE Community Conference, and particularly of those who worked in groups to shape answers to some challenging policy questions in a spirit of consensus. The Proceedings is an open document and we warmly invite all organisations supporting RE to take note of its contents and use it, as appropriate, in representing the RE community to the wider world.

### **3. RE: A unique opportunity and challenge:** Summary of keynote address

*John Keast OBE is Chair of the RE Council, the body composed of member organisations that support and have an interest in RE in England and Wales. John was an RE teacher, a County adviser, Principal Officer for RE at the Qualifications and Curriculum Authority, and RE consultant to the Department for Children, Schools and Families. For space reasons, this summary gives the key points of John's keynote, and uses his own words in key sections.*

After adding his welcome and thanking the St Gabriel's programme for organising the event, John began by emphasising that the critical situation now facing RE presents us with a unique opportunity to develop a new and positive way forward for the subject that is both exciting but challenging.

He outlined the problems for RE, describing them as the most critical for RE for many decades – critical, but not fatal – as follows:

- The drive towards academies and free schools intended to create an 'independent' system of education tends to undermine the statutory entitlement on which RE has traditionally depended. Already RE is required to be provided in academies only by virtue of their funding agreements, and not in accordance with any agreed syllabus.
- Ofsted no longer routinely inspects compliance by schools with statutory requirements.

- The capacity of LAs to review/update agreed syllabuses, support schools in teaching them, and resource their SACREs is diminishing. Few local authorities now have RE advisers. With notable exceptions, SACREs are becoming increasingly redundant and impotent as schools in their areas become further detached from locally agreed syllabuses.
- Targets for RE PGCE places in Initial Teacher Training are being reduced; fewer new teachers are being trained, and there will be fewer qualified RE teachers in the future.
- The review of the National Curriculum, intended to reduce its size and influence but set out core essential knowledge, does not include a review of RE.
- The English Baccalaureate excludes Religious Studies as a humanities subject and is seriously weakening the position of RE in secondary schools.
- There is no longer a national RE adviser for curriculum, assessment and qualifications.
- The government appears impervious to attempts to convince them of the (unintended) consequences of their policies on RE and is in danger of presiding over its decline (or even demise) by neglect.

Mindful of the danger that focussing only on the threats to RE might become a self-fulfilling prophecy, he also emphasised some fundamental and positive aspects of RE:

- RE offers and provides an essential and unique contribution to the education of children, young people and society at large. Even though not always well articulated or unanimously agreed, this is accepted by government, most educationalists and parents.
- The legal requirement to provide RE in all schools and for all pupils not withdrawn by their parents has been reaffirmed by the government many times and in many forms, and is not likely to change.
- RE is mostly taught by regular, trained teachers with a professionally-structured curriculum in agreed and publicly-available syllabuses, using sound resources and methods. This is not the case in much of Europe.
- The quality and commitment of those who teach RE is at an all-time high, and whilst there is poor practice, RE teachers remain RE's greatest asset and their support its greatest priority.
- The place of RE within the public examinations system is many times better now than it was twenty years ago.
- The RE community is more identifiable, better organised and more articulate than ever before partly as a result of the RE Action Plan 2007-11 and the work of the RE Council.
- There is an overt swell of support for RE among policy makers, politicians, the media and many others which has never existed before, largely as a result of the E Bacc campaign in 2011.
- Many countries in Europe and beyond look to RE in England and Wales as an example of good practice and a source of inspiration.

These strengths, which have helped RE to travel a long way in times of educational change, will also be crucial during this period of unprecedented deregulation, variety, diversity and change. Although the RE 'subject community' is very diverse, it can and must become responsible for itself. This means developing a mature and effective way of working that no longer depends on government or local authorities but on its own professionalism, confidence and resources; it means looking forward, not back, and

relying on its own strengths rather than depending on external organisations such as Ofsted, local authorities or QCDA.

Above all, it means that the RE subject community has to work more closely together. While this is not always easy, we should remember that individual RE organisations' interests are actually better served if they work together; and all RE organisations' interests must be subservient to those of children, young people and adults, and of society. *Their* entitlement to good RE and the benefits it brings must be the over-riding concern. Working together means working to an agreed strategy, not suppressing all difference or variety. John emphasised that the biggest risk we face is that of fragmentation. While there are different approaches to RE, we need to harness these in a common endeavour, intent on a common and agreed set of outcomes. This is unity in diversity.

The RE Council, as a representative body for over 50 RE organisations, is crucial in fostering this unity and representing it to government. The RE Council seeks to:

- Act as a national forum for all who share matters of common concern in promoting the highest possible standards of RE in all schools, colleges and universities RE
- Be a clear national voice for RE – for advocacy, support and improvement of RE
- Influence policy and liaise proactively with government and other national and international bodies on RE
- Promote a clear, positive image and public understanding of RE
- Represent at a *strategic* level the collective interests of its member bodies in relation to RE
- On 21<sup>st</sup> September 2011, the RE Council's Executive Board adopted a five year strategic plan for RE. This is available at <http://www.religiouseducationcouncil.org/>.

The plan has five objectives all of which are designed to restate, renew or reinvigorate RE in England. It will succeed only if all constituencies within the RE community work with and through it. These objectives are:

- To promote high quality teaching, learning and assessment in RE
- To influence the development of public policy on and understanding of RE
- To promote a coherent professional development strategy for RE
- To secure adequate and sustainable resources for the REC
- To review the structures and operation of the REC.

Each of these objectives will have a committee to take it forward and will be achieved by all of us in the RE Council contributing together.

The first objective will be linked to the National Curriculum review and build on the work previously done by LAs working together in the Agreed Syllabus review collaboration, by the QCDA and by others. The purpose will be the restatement of a convincing rationale for RE, a clear and manageable curriculum relevant to our times, with assessment processes and qualifications to match. A new REC Curriculum, Assessment and Qualifications Committee (CAQ) is to be established and oversee a project, a review of RE, to produce the basis for such a curriculum. He hoped to chair this.

The second objective will relate to the external relations of the Council, including government, other education groups such as heads and governors, SACREs, LAs, schools of all kinds, the public and the media. It will help establish the RE community

as a publicly known and influential voice for the RE. There already exists a REC PR Committee, chaired by John Gay, which will have the remit to achieve this objective.

The third objective will build on the previous work of the RE CPD Round Table, the RE CPD eHandbook, the new courses being developed by Culham St Gabriel's, RE Today's existing work and many other foundations to establish a more coherent and effective programme of CPD. A new REC Professional Development Committee, under Phil Leivers, will be set up to help achieve this.

The fourth objective is essential to the others for without a sound financial basis the RE Council cannot function as the voice of the whole RE community. A REC Resources Committee will look after this, and spearhead a fund raising strategy.

The fifth objective is equally necessary as, currently, the RE community is not as efficient and effectively structured as it could and should be. Deborah Weston, the REC's Company Secretary has already started work on this, and will head up a Governance Committee.

The committees will include key representatives of the RE community and organisations, which will include some of those present at the community conference. Detailed plans for each objective are now being worked out. John emphasised that input from members of the conferences was welcome and important.

John concluded by emphasising again that, despite the setbacks, the importance of and need for good RE has not diminished, only increased. The essential encounter between teacher and learner to deal with matters of faith and belief remains fundamental. Good RE has to involve good teachers, and all that we do has to enable them to be even better and raise standards of achievement higher still. Good teachers need good curricula, resources, support, advocacy and reward. The whole RE community must come together through the RE Council to put RE fully in place, in a professional, authoritative, coherent and confident way. There is much to do but much more to look forward to.

#### **4. Responses and ways forward: Reports from the working groups**

The conference then divided into groups to address a list of questions, starting with general questions and later addressing specific aspects of policy in relation to RE, through eight themes. The eight themes were:

1. Strategy for RE: What is the right direction for RE now?
2. Rationale for RE: What is RE for?
3. Curriculum for RE: What should be studied in RE?
4. Assessment of RE: What standards and qualifications does RE need?
5. Professional Development in RE: Who will teach RE and what training do they need?
6. Resources for RE: What resources does RE need, and where will they come from?
7. Public understanding of RE: How can RE be best promoted publicly?
8. Structures for RE: How can the RE community be made most efficient and effective?

Each theme was treated by two separate groups. The groups were asked to identify possible ways forward, and to report on these in summary during the final plenary.

The points recorded in this section include only those points supported by more than one person, and were relevant to the theme.

#### THEME 1: STRATEGY FOR RE

Specific questions were:

Given the fundamental changes taking place in education, how should RE position itself in relation to the government, local authorities, SACREs, schools and others?

Given the diversity of philosophies of education and RE, how should RE position itself along spectrums of traditional-radical, conservative-progressive, content-skills, communal-individual, utilitarian-liberal, religious-secular, national-local, confessional-professional, value-laden-value-neutral, academic-populist, learning-about-learning-from, etc, including any other spectra you wish to consider?

Should RE continue to be called RE, and if not, what should it be called?

The following responses and ways forward were identified:

The best advocates are children/young people who enjoy RE.

Reclaim SMSC, as it is highlighted in the Ofsted framework for inspection.

Focus on rigour and good practice in teaching: there are many examples that need collating and emphasising.

The RE world is too complicated and should work together more, identifying where we can win, eg with governors. We should present the government with an aspirational but realistic agenda, and hold them to account on key matters of compliance. The DfE needs to know and understand that there is a consistent set of messages coming from the RE community, so consensus is essential.

The RE community needs to be a segmented, polycentric, integrated network, or 'spin'. Both local and national elements are important in RE.

The TES forum is a very important place for promoting RE. LinkedIn is also useful.

The following issues were left unresolved:

How does the government see RE? If it will not give direction, what should the RE community do?

How can we replace the networks that advisers used to provide?

Who 'owns' RE?

#### THEME 2: RATIONALE FOR RE

Specific questions were:

The 'importance of RE' statement from the 2004 Framework was slightly adapted for the QCA-led curriculum reviews of 2007-8 and 2009-10. How, if at all, would you amend this statement?

How would you restate the case for RE being a compulsory subject in the school curriculum in the first half of the 21c in the UK?

To what extent is the rationale for RE bound up with the profile of religion(s)?

The following responses and ways forward were identified:

The importance statements of 2004, 2008 and 2009 are basically the same statement, and were broadly agreed with. Within the one statement, there are diverse messages: at different times, different messages come to the top of the list of priorities. This reflects the multi-faceted purposes of RE and could be adapted to suit different communities.

The rationale for RE is difficult to agree in the RE community. It depends on the context of the school (religious or community). Yet it is vital for establishing an agreed pedagogy.

A shorter, punchier and crisper statement is needed for use with members of the public.

The increasing interest in philosophy and ethics is a significant indicator of what children and young people want to learn.

The following issues were left unresolved:

What does it mean to be a religiously educated child, or religiously literate? The RE community has different and competing pedagogical models, and cannot resolve this. Who or what is driving the rationale for RE? The needs of children/young people, the needs and interests of religious communities, the RE subject community, or society? How do we stay faithful to the founding principles of RE whilst also communicating it effectively to a variety of audiences?

### THEME 3: CURRICULUM FOR RE

Specific questions were:

What, if at all, comprises the core essential knowledge of RE?

Looking at the range of content from the 2004 Framework, how, if at all, would you amend this statement?

How would you resolve any tension between depth and breadth in the RE curriculum?

The following responses and ways forward were identified:

There was significant agreement that there should be a central focus on 'what does it mean to be human?', with references to responses found in some religions and beliefs. There should be a strong emphasis on religious literacy, eg understanding of symbols and layers of meaning, capacity to hold conflicting theories and to think ethically.

A wide range of perspectives should be drawn on, not only the principal religions.

There should be a strong focus on knowledge, but not to the detriment of experiential or evaluative processes.

The following issues were left unresolved:

What is the best balance of content, skills, attitudes and values?

### THEME 4: ASSESSMENT OF RE

Specific questions were:

RE has become familiar with two attainment targets (Learning about and learning from) since 1994. To what extent should these be retained as the basis for assessment of pupils' progress and standards in RE?

If the 8-level scale published in the 2004 Framework were to be reviewed, what would you want to see in its place?

How fit for purpose are the current suites of Certificate of Achievement, GCSE (Short and Full course), AS and A level qualifications? If they are not fully fit for purpose, how would you want to see them changed?

The following responses and ways forward were identified:

It was recognised that this is profoundly related to question 2, on the rationale for RE. To start with, there was wide agreement that having two attainment targets was suitable, but later, some participants suggested that, from teachers' points of view, it was a confusing and confused model, particularly in relation to AT2.

Some felt that the level statements were problematic, even though levels 7 and 8 are very demanding. Many agreed that the levels are not consistently applied.

More rigorous forms of assessment, from age 5 to 18, particularly of Christianity, and improved primary/secondary transfer arrangements, are needed.

Some stated that the COA gives point scores, fits pupil capability, can be taught alongside short course and is helpful.

There was significant agreement that RE is insufficiently demanding in short course GCSE and to a lesser extent in KS3 and primary. GCSE does not prepare well for A level. This is impacting on Russell Group and government attitudes towards RE.

The following issues were left unresolved:

How can RE make itself more rigorous?

Should we continue with two attainment targets, or move to one?

How can the RE community reform qualifications? Is it possible to generate new qualifications, as the RC community did with NOCN?

#### THEME 5: PROFESSIONAL DEVELOPMENT IN RE

Specific questions were:

What are the biggest obstacles to improving the continuing professional development of RE teachers, other than the lack of money?

What are the most viable solutions to the obstacles identified in question 1?

Given that the government is most unlikely to provide any funding for RE CPD, what are the most likely sources of funding, and on what should it be spent?

The following responses and ways forward were identified:

Apart from cost, other factors mentioned as obstacles were: time, energy, lack of priority from head teachers, and a sense that ITE and CPD are often fragmented rather than a continuous, coherent offering. In-school CPD is by definition narrow and of variable quality.

There was significant agreement that we need to plan for an unknown future – one with less money, fewer advisers, weakened SACREs and limited formal CPD opportunities. Yet teachers' needs remain largely the same: a confident understanding of RE, knowledge of content, examples of good practice underpinned by pedagogical understanding.

Other factors were urged by some participants: that religions should be understood by teachers as concerning life and action, not only belief; that the teacher is a mediator between a religion/belief and the student; and that faith communities should be involved in delivery, although for some this was seen as problematic.

There is a particular need for courses and experience for primary teachers and secondary non-specialists.

Many participants welcomed the idea of CPD models that help to improve provision and share experience throughout their career.

Some participants mentioned Farmington fellowships, and grants from various RE trusts including St Gabriel's and Culham, as sources of support.

The following issues were left unresolved:

How do we address the fall in numbers for PGCE?

How do we create affordable, accessible CPD? There was a lack of awareness of what is already available, whether generic or RE-specific, and this suggests a need to draw information together into a coherent whole.

#### THEME 6: RESOURCES FOR RE

Specific questions were:

Looking at the University of Warwick's 2010 research on Resources in RE, which of the several issues it raised are the most important, and how can they be resolved?

How can the quality and provision of RE resources be improved?

Should there be any form of kite marking for RE resources, and if so, who should provide the kite mark?

The following responses and ways forward were identified:

Nearly all participants agreed that the best resource is a good teacher, one who is willing to continue learning. Examples of outstanding practice need to be more widely showcased, through actual and virtual networks.

Many thought that involving the local community, including families and faith ambassadors, would be a good resource.

Several people were against the kite marking idea, because it would be difficult or impossible to reach agreement on who should do the kite marking.

A significant number drew attention to the increase in use of online resources or resources linked to a specific awarding body, and felt that standards and variety had to be improved. There is a need for training to tailor generic resources such as whiteboard and smartboard for RE use.

Pupil-teacher collaborations, artefacts and good examples of cross-curricular links are often a useful resource.

The following issues were left unresolved:

How to source 'no-strings' funding?

How to ensure resourcing and support reaches those who need it most, eg non-specialists, TAs?

#### THEME 7: PUBLIC UNDERSTANDING OF RE

Specific questions were:

How can the public understanding of RE best be improved?

How can the recent PR campaign, that focussed largely on the English Baccalaureate, be best built on, and by whom?

To what extent is the public understanding of RE connected with the public understanding of religion(s)?

The following responses and ways forward were identified:

There was nearly universal acceptance that RE will get nowhere unless the public, including parents, employers, the media and government, are onside. There is a need for a brief, forward-facing statement that promotes and explains RE to the public. (see Theme 2)

There was significant agreement that RE has an image problem by being conflated with the interests of religious groups, and with collective worship.

Significant numbers of participants advocated a name change and rebranding for RE.

Many also supported the idea of a PR campaign, with an REC publicity officer, RE events and displays in public spaces, celebrity endorsement and social media activity.

Outstanding classroom practice in RE is the best possible PR.

The following issues were left unresolved:

A clear narrative about RE, and about its relationship with central government, is needed in order to have successful PR.

Some suggested more direct representation of teachers on the REC.

#### THEME 8: STRUCTURES FOR RE

Specific questions were:

What improvements can you suggest for making the RE community more united, more efficient and effective in promoting good RE?



Where in the end does authority lie in RE, ie who is the guarantor of standards and quality?

There is a Historical Association and a geographical Association; both include high numbers of teachers but also other supporters of the subject. How desirable is it for the RE Council to become an RE Association of that kind, and how should the various constituencies of RE be represented within it?

The following responses and ways forward were identified:

A significant number recognised the need for a united RE community, but some doubted that this was possible because of the different RE organisations' interests and the lack of a collective vision. For some, the RE community is confusing, with edges between organisations being blurred. Some people need signposting to the right organisation for them.

Getting alongside other subject communities, and associations of head teachers and governors, was advocated by many.

Several said there should be a collaborative RE agreed syllabus. (!)

Several said that the REC, NATRE and RE community generally did a great job on the Ebac campaign.

The following issues were left unresolved:

What kind of lead the REC can give in this, how it can be funded and whether it could/should absorb other RE organisations.

## **5. Conclusions**

There were several recurrent themes in the work of the groups and the final plenary:

A shortage of money, time and opportunities to network is hampering the energy and creativity of many RE teachers.

There was confusion amongst some RE teachers about the different RE organisations, their relationship to each other, to the REC and to government. There appears to be a considerable gulf between teachers, many of whom are isolated, and national organisations. Teachers sometimes feel they are not 'heard' by national organisations. In turn, initiatives of national organisations are sometimes not 'noticed' by teachers.

A sense that the old order of RE is changing, with national organisations and documents disappearing, advisers and SACREs under threat, and new schools appearing, produced unease and a real need to agree how the RE community respond to these changes positively and successfully.

A lack of consensus on the rationale and purpose of RE, and a failure to find a simple, accessible way of explaining RE to the public, media and government, struck many present as the most serious weakness.

Nevertheless, there was a widespread sense of pride in what RE achieves, in the richness of learning it offers and the quality of relationships between faith/belief communities, young people, teachers and communities that it engenders. There was a strong sense of a continuing need to celebrate these strengths.

The RE community conference closed with two notes:

There was a very widely shared desire to communicate a message to government that steps should be taken to compensate for the damage done by recent policies, and to work with the RE community to promote good quality RE for all learners in all settings.

There were expressions of thanks to the RE Council, the St Gabriel's programme and all the participants, who had helped to shape responses to the strategic questions facing RE.

The responses coming from the community conference will be very useful for the RE Council as it plans its way forward through its strategic plan, and takes the next steps in addressing the DfE. They will also be useful for the Culham Educational Foundation and the St Gabriel's Trust, two organisations supporting and promoting RE. Culham and St Gabriel's will be merging in 2012 and will take all these points into consideration when planning the RE teacher weekend 2012, to be held on September 29-30, in Wokefield Park.

## Appendix 5                      Timeline for Culham

[Note: from 1990 onwards Culham was collaborating with St Gabriel's through the St Gabriel's Programme. Those joint events are in the St Gabriel's timeline and not in this one. JT = Jerusalem Trust]

### **1976**

Culham's nil teacher training intake figure for Sept 1977 announced by DfE in August. September – the final intake of students arrives for the three year course.

### **1977**

September – no new first year students. College two-thirds full.

### **1978**

September – College one-third full.  
Association of Church College Trusts established.

### **1979**

College closes with Valedictory Service on site in July.

### **1980**

Post closure administration for academic year 1979 – 1980 winds up business. Culham Educational Foundation plans steered through the Charity Commission. New Trust Deed sealed 3 October 1980. September – offices opened in the Malthouse in Abingdon. Old College records transferred to the Bodleian Library.

### **1981**

Trustees establish the Culham College Institute. September – Service of dedication for the Trust's work held in the cathedral. Deputy Director's post at York RE Centre funded for 5 years initially. Continued on a tapering basis until 1994. Thereafter earmarked annual grant for York St John projects.

### **1982**

Church Colleges Research Project starts.  
Leslie Francis appointed as a Research Officer  
Opening national seminar on research into Church schools at King's College London.

### **1983**

Production of *Debate about Church Schools in the Oxford Diocese*.

### **1984**

Leslie Francis publishes: *Teenagers and the Church*.  
Publication of *The Size of Anglican primary schools*.

### **1985**

Leslie Francis publishes:  
*Partnership in Rural Education: Church schools and teacher attitudes*.

**1986**

Final report of the Church Colleges Research Project published.

**1987**

National Conference in London launches ACCT's Exchange project.

150<sup>th</sup> anniversary of the foundation of the first Church colleges of education.

Report on Trinity College Carmarthen published.

Leslie Francis publishes: *Religion in the Primary School*.

**1988**

Collaboration with the Jerusalem Trust begins.

Leslie Francis appointed to a research post at Trinity College Carmarthen.

**1989**

Consortium of ACCT trusts fund three BBC RE in-service training programmes.

ACCT establishes a Policy Study Group.

Bodleian returns old College records.

**1990**

Integrated computer network installed in the Malthouse.

**1991**

Publication of the results of research with the London Diocesan Board for Schools:

*Church primary schools in the London Diocese.*

*Church secondary schools in the London Diocese.*

**1992**

BBC co-production *Christianity in Today's World* for KS4 pupils funded by Jerusalem Trust [JT].

**1993**

BBC co-production *Eggshells and Thunderbolts* for primary RE funded by JT.

Publication of *Church Schools Directory*.

Publication in collaboration with the National Society of the training manual for Church school governors *Mission, Management and Appraisal*.

**1994**

Final publication of London Church schools research:

*Parental reasons for choosing Anglican secondary schools.*

**1995**

Spire Inspection Services launched.

Publication in collaboration with the National Society of the training manual for Church school governors *Church school staffing*.

Publication of *Diocesan Boards of Education*.

Project to help Republic of Georgia establish RE in its education system.

## **1996**

CDRom production *Living Stones: the Story of Christianity in Britain* funded by JT.  
BBC Co-production *Belief File: Christianity* for 11 – 16 year olds, funded by JT.

## **1997**

Culham Educational Enterprises established as a wholly owned trading subsidiary of the trust.

Register of Research in RE and Church related educational issues launched.

Feasibility work for a federal Christian university of the north.

Three national consultations on Collective Worship and report published.

BBC co-production *Four lessons and a funeral* being a teacher resource for *Belief File*.

Funded by JT.

## **1998**

Spire ceases trading.

The RE Teacher Recruitment Initiative [RETRI] launched as a collaborative ACCT project managed by Culham.

## **1999**

Collective Worship website developed in collaboration with the National Society.

Co-production with Channel 4 *Dottie and Buzz* for 4 – 7 year olds funded by JT.

Production and circulation to every primary school as a millennium gift of *Making existing material on Christianity better known* part funded by JT.

## **2000**

Foundation and Institute brought under one operational management.

Grant policy reviewed and focused.

Publication of *The geographical distribution of Church schools*.

## **2001**

Culham moves to Oxford University's Department of Education.

Millennium Faith Zone videos distributed to all secondary schools.

## **2002**

Project with Oxford's linked diocese of Kimberley and Kuruman starts.

Franchise agreement with Board of Education for John Gay to act as the Church of England's spokesman on RE.

RETRI's name changed to TeachRE.

DVD launched as part of TeachRE *Discover RE Teaching*.

REdotCOMp launched as a competition to encourage schools to use ICT in RE.

## **2003**

Production of a CDRom *Better RE through ICT*.

BBC co-production resources programme on *Teaching Christianity at KS1* funded by JT.

DVD launched as part of TeachRE *RE Teaching in practice*.

## **2004**

RE and the Environment [REEP] launched.

Government announces 'Golden Hellos' for RE and acknowledges TeachRE's role in persuading them.

## **2005**

TRS [Theology and Religious Studies] online launched.

REonline formally launched at the British Educational Technology [BETT] show in London.

## **2006**

Self evaluation toolkit developed for use by school heads of RE.

## **2007**

PGCE RE course re-established. Prof Terence Copley appointed University Lecturer in RE. First students arrive in September.

## **2008**

Culham dinner in the Old Divinity School to celebrate the return of RE to Oxford.

Office leased for 2 years at Painters Hall in central London.

## **2009**

Culham leads an initiative to establish a Research Forum in Religion, Philosophy and Education within the Department.

Welsh version of the Collective Worship website developed.

Showcase RE event held at St Nicholas Cole Abbey in June.

Web based resource *Dottie and Buzz for 3 - 4 year olds* part funded by JT

RE Subject Knowledge Booster Course launched.

Major revision of REonline.

## **2010**

Following the death of Prof Copley, Dr Liam Gearon appointed to the University Lectureship in RE.

Merger discussions begin with St Gabriel's.

## **2011**

REonline collaborates with the Pears Foundation to add *The Jewish Way of Life* to the site.

## **2012**

Culham merges with St Gabriel's to form a new trust *Culham St Gabriel's*.

## **Appendix 6 Timeline for the St Gabriel's Trust and Programme**

**1975**

Final intake of students arrive at St Gabriel's College.

**1977**

St Gabriel's Trust established

**1978**

Integration of the College into Goldsmith's completed.

**1987**

First reverter clause invoked on former St Gabriel's College property being sold by Goldsmiths.

**1990**

Programme Policy Group holds its first meeting.

**1991**

Invitation only seminar held in London titled 'the Church's future role in education.'  
Action research initiative in RE In-Service training launched.  
Trust financially supports a three year lectureship in RE at Goldsmiths.

**1992**

Conference at the RSA in London titled 'RE: the Way Ahead?' marked the formal launch of the Programme.

**1993**

National conference in London to launch the Engaging the Curriculum Project.  
National conference for Church of England members of SACREs.  
Gates commissioned report *Time for RE and Teachers to match: a digest of underprovision*.

**1994**

Seminar for theologians and RE professionals held in Durham.

**1995**

National conference in London on 'national collaboration in RE'  
Report on the action research initiative published *In-service training of RE teachers: the report of an action research project*.  
RE teacher-led in-service training scheme started [and continued through to 2010].

**1996**

RE Directory published

**1997**

The first RE Teacher Weekend held at Sunningdale Civil Service Conference Centre in June

## **1998**

The Trust, along with the All Saints Trust, initiates the ACCT's collaborative RE Teacher Recruitment Initiative and continues as one of its two major funders throughout the life of the project.

## **1999**

Centenary Reunion service held at St John the Divine Kennington.  
Centenary reception at the Charles Edward Brooke School.  
Publication of *Remembering St Gabriel's*.  
Second reverter clause invoked on sale of 2 former college hostels.  
Seminar on millennium projects held at St Paul's Cathedral.  
DVD and website *Clergy and RE in Schools*.  
National conference at QCA on 'RE and FE'  
First symposium *The Idea of a Christian Society* at Lambeth Palace.

## **2000**

RE Directory revised and put online.  
Seminar on RE in the hospital education service.  
Second symposium *Education for Good* at Church House Westminster.

## **2001**

Third symposium *Exploring faith – RE and the Arts* at Lambeth Palace  
National conference on research in RE.

## **2002**

Teacher Weekend venue switched from Sunningdale to Wokefield Park

## **2003**

Four Diocesan RE Adviser Professional Support Groups established [ran to 2011]  
Fourth symposium *Faith and citizenship in the 21<sup>st</sup> century* at Church House Westminster.

## **2004**

The Trust plays a key role in funding and supporting the ACCT's collaborative project REonline for the rest of the period.

## **2006**

Clergy and RE website updated.

## **2007**

Conference for secondary school RE leaders at Wokefield Park.  
Fifth symposium *Reading the runes: religious literature in the 21<sup>st</sup> century*.

## **2010**

The Trust begins serious merger discussions with Culham  
The 10<sup>th</sup> RE teacher weekend held at Wokefield Park

## **2011**

A northern conference for RE teachers held in York.



An RE community Weekend at Wokefield Park

**2012**

St Gabriel's merges with Culham to form a new trust *Culham St Gabriel's*.

## 12. Outcomes and Implications

### Introduction

This paper attempts to do two things. First it draws together the main outcomes of the work of the two trusts over the thirty year period. This inevitably focuses on the more tangible and immediate outcomes and on those which are more susceptible to measurement techniques. What is harder to do is to look at the longer-term outcomes on a longitudinal basis. So, for instance, standing at the door as the delegates left at the end of one of the Teacher Weekends at Wokefield Park and reading their written evaluations immediately afterwards, it was hard not to conclude that the occasion had been a professional success. However, what of the longer-term implications? Was it a morale boosting event from which a teacher would still gain inspiration ten years down the line or would most of its effects have been washed out after a couple of weeks back in school? The answer probably varies according to the individual but anecdotal evidence suggests that effects often do remain long term. So whilst what follows will inevitably focus on the more immediate and tangible, the likely broader and longer effects should not be discounted.

Second, the paper attempts to look at the implications of some of the projects. What happened as a result of a project? What were the immediate implications? Did the project have an impact broader than the target audience or market? Have there been any longer term implications?

Part of the difficulty in answering the above questions is that the factual evidence was not always there. Trusts do not have to produce detailed reports on processes, outcomes, impact, value for money, implications and the other criteria often required in reporting to funding bodies dispersing public money. In terms of how their own money is spent, trusts have been and still are essentially accountable to themselves. They establish at the time whatever mechanisms they deem most appropriate. Whilst many have been introducing more standardized evaluation procedures, the zeitgeist in earlier years was much more that trustees used their own professional judgment based on their past experience in the field concerned.

Wherever possible documentary evidence from the time of a particular project has been used. Some of this was available in minutes of meetings and some in separate papers. However much of the process workings tended to be kept for a short period after a project had been completed and then binned – the assumption being that the product was the end in itself. Ironically some of the earlier projects are better recorded as their outcomes were always in print form. Once broadcasts, VHS recordings, CDROMs and DVDs began to be used as transmission forms, so shelf lives became shorter. With web-based formats, immediacy is even more of a feature and a change in web format can sometimes wipe out a resource. So what follows is a best attempt at looking at outcomes and implications over a thirty year period based on the current availability of evidence supplemented by the memory of those involved at the particular time.

In many cases the outcomes and implications of individual projects have already been assessed in earlier chapters, in which case that text has been simply reproduced here.

## Culham

### Residual college functions

1. The Trust was able to handle a range of post-closure queries and issues including selling the garages in Thame Lane, providing former students with references and assisting the Culham College Association [the association for former students and staff].

2. Organising and classifying all the papers and documents from the old College and forming an embryo archive of the material. This was eventually lodged in the Oxfordshire County Archive. Recently it has been further sorted and a 130 page catalogue of the material has been produced by the County Archivist making the material much easier to locate.

### Grants

During the period 1980 – 2011, grants totalling £662,000 (£1,147,000 at 2013 prices) were awarded with annual totals rarely exceeding £25,000.

Until 2000 grant applications were accepted from both home and overseas applicants. The annual total for *personal grants* awarded in all but three years was under £10,000 and individual personal grants rarely exceeded £2,000 per year. From 2000 onwards, when the grants policy was revised, applicants were normally known by one of the grants committee members who was able to comment on the potential value of the proposed work. This process tended to sharpen decision making and gave Trustees a better indication of the likely outcome value arising from a grant award.

The two sustained and significant grants to *corporate bodies* were:

1. *York RE Centre*. From 1980 – 85 Culham funded the whole of the Deputy Director's post and continued with tapered funding to 1994. After that, annual grants of £7,500 were given for specific projects. This funding enabled the Centre to act as a major RE resource for large sections of Yorkshire and to play a national role in RE.

2. *Kimberley and Kuruman Project*. The annual grant from 2002 onwards, along with the linked educational expertise from the Oxford Diocese, has had a considerable impact within this South African diocese. There has been a direct link with the project through Tony Williamson who has masterminded the project throughout. The value of having a Trustee who has personal knowledge of Kimberley and Kuruman and of some of the key players within that diocese has been extremely significant. The Culham Trustees have felt involved in and confident about the value of the project and the Diocese itself has benefited from having a much longer funding association with Culham than might otherwise have been the case.

### Spire Educational Services

This was a unique example of the Church of England setting up an inspection company specifically to conduct OFSTED whole school inspections of Church schools. It was an

initiative taken by Culham in response to a growing anxiety within diocesan education teams and Church schools about the risks of having a Church school inspected by a team that understood little or nothing about the purposes and nature of Church schools. Seven SW dioceses collaborated with Culham in the venture.

In reviewing its three year life, the Directors concluded in 1998: “An effective Church school inspection company had been established. Inspectors liked working for the company, schools were generally very satisfied and appreciated the ‘human face’ approach adopted and after the initial cash flow problems the financial situation was a healthy one. Seven dioceses had collaborated with each other at a grass roots level to ensure that the Church school sector was fully represented in the full inspection process.”

However changes in OFSTED’s requirements meant that it was not economically feasible to continue with the company. Apart from direct impact on the schools inspected and within the dioceses, Spire served as a model for direct and flexible collaborative initiatives by diocesan boards of education within the fast moving educational context.

### **Move to the Oxford University Department of Education**

The outcomes of the move from the Malthouse in Abingdon to the University’s Education Department included:

As a result of the sale of the Malthouse in Abingdon the Trust:

- gained an additional £1,000,000 of capital
- lost expensive upkeep costs and responsibility for the building
- gained a substantial annual cost savings.

The re-establishment of a secondary RE PGCE course brought about by Culham’s work. The Trust’s work benefited from the educational facilities of the Department and assistance from the academic and support staff.

The development of a research forum in Religion Philosophy and Education.

Significant aspects of Culham’s work, including REonline and TeachRE, were enhanced by the involvement of departmental staff.

### **Higher Education projects**

#### **1. *The Christian campus? The role of the English Churches in higher education* [1979]**

This study examined the literature relating to the Church colleges and as well as the publication itself, it formed the background report for the Church colleges research project.

#### **2. *Church colleges research project* [final report 1986].**

As well as providing substantial empirical evidence relating to the distinctiveness of the Church colleges, the project generated considerable national publicity and led to the colleges establishing a working party to improve the teaching of RE and also to the establishment of the Engaging the Curriculum project. The Council of Trinity College Carmarthen commissioned Culham to undertake a further research project on their college.

During the period of the research itself, the fact that the Church-relatedness of the colleges was being investigated and taken seriously had an effect within the colleges themselves and those which had been playing down their Church identity found themselves being confronted with the issues. The final report also generated significant national press and other publicity and was subsequently used by the colleges in their dialogue with the Church's General Synod.

The project's methods and findings and the follow-on actions from the project are still being quoted and are providing an important backcloth for current work on the Church universities.

### **3. *Research on aspects of the Church in higher education***

Five separate studies were undertaken as part of the general work on the Church in higher education. Two were published as articles in journals, two as chapters in books and one as a Culham paper in order to raise the issues involved in front of a wider audience. They were:

- i. 'Religious bias in higher education' – chapter in a book on bias in HE.
- ii. 'The implications of the size and types of academic organization' – in *the Oxford Review of Education*.
- iii. 'The role of the residential experience in HE as exemplified in theological colleges' – in *Studies in Higher Education*.
- iv. 'The role of the Churches in teacher training' – chapter in a book on Christian education.
- v. 'Chaplaincy in church colleges' as a Culham Occasional Paper.

### **4. Planning for a *Federal Christian University of the North* [1997]**

This was an interesting case study of the powerlessness of the Church of England centrally to influence largely autonomous colleges bearing its name. Despite the support of the bishops who were also the chairs of the governing bodies and the encouragement of Ron Dearing who was undertaking a national review of HE, the proposals failed due to the strength of local vested interests as voiced by the college principals. Important lessons were learnt in relation to the difficulties in securing collaboration across the colleges.

## **Church schools projects**

### **1. *Church school statistics* [1983]**

In 1983 Culham began to produce national statistics on the number and percentage of Church of England and Roman Catholic schools in England and also on the number of teachers within them. These statistics were extracted initially from a secondary analysis of DfE statistics and were published nationally by the National Society. They provided the Church with benchmarks against which to assess any fluctuations in denominational percentage share – an important historically rooted principle of the dual system of school provision but one which had been difficult to assess in the past owing to the lack of easily obtainable national statistics.

**2. *Research and publications by Leslie Francis* [1982 – 1988]**

It is difficult to allocate particular aspects of Leslie's work to his time at Culham for he brought with him research already in progress and took away with him other projects which had been started at Culham and continued in Wales. Essentially therefore the cumulative and longitudinal build-up of research data over time defies neat compartmentalization by institutional attachment. Appendix 1 illustrates the range, depth and significance of his work at Culham which had a major impact at the time and was also the springboard for his subsequent research and career. His time at Culham provided him with a well resourced institutional base which contributed to his becoming one of the UK's foremost empirical researchers of the religious dimension of life and society.

**3. *The logic of education, theology and the Church school* [1983]**

This was an occasional Culham paper written by Leslie Francis examining the educational and theological rationales for Church schools.

**4. *Assessing the partnership 1944 – 1984* [1984]**

This was an interim report on research being undertaken on RE, assemblies and Church primary schools in Gloucestershire. The full report was published by Leslie Francis as *Religion in the Primary School*. The research findings questioned the taken-for-granted assumption that attendance at a Church of England primary school would have a positive effect on a pupil's attitude to Christianity.

**5. *Church schools in the independent sector* [1985]**

This substantial review examined the range and types of school claiming an allegiance to the Church of England. It identified the difficulties of agreeing definitions but also highlighted the significance of the independent sector as part of the Church of England's educational portfolio. It led to an attempt in the Oxford Diocese to establish a system whereby independent schools could be officially recognized as Church of England ones. Partly on account of the marshiness of the territory this attempt failed. This research study has not yet been superseded by any later work.

**6. *The Size of Anglican Primary schools* [1985]**

An immediate outcome from access to national statistics was that a study could be undertaken looking at the size of Anglican primary schools. At the time the conventional wisdom was that the Church's small schools were usually either first schools or infant only schools and therefore not an educational problem. However the analysis confirmed Colin Alves's view that many of the Church's all-through primary schools were also very small and therefore it was an issue in need of addressing. This was highlighted in the press release. The study was undertaken at the request of the Archbishops' Urban Commission.

**7. *Opting out: grant maintained primary schools* [1988]**

This paper, written at the time when the government was encouraging schools to opt out of local authority control and become grant maintained, examined the implications of this policy for Church primary schools.

#### **8. *Church schools in the London Diocese* [1991]**

The three published research projects undertaken looked at Church primary and secondary schools and at parental reasons for choosing Anglican secondary schools. The popularity of Church schools in London was beginning to surface as a media issue and these studies provided important empirical evidence for use in planning and in the national debate about Church schools.

#### **9. *The Governance of Church schools* [1993 – 95]**

In 1991 Culham collaborated with the National Society and the Southwark Diocese to develop guidance for Church school senior staff and governors. The research and writing was undertaken by Lois Loudon and David Urwin of St Martin's College Lancaster and with the help of a DfE grant the material was trialled in the dioceses of Blackburn and Carlisle.

The first guide, *Mission Management and Appraisal* (1993), was a training package for the 70,000 governors and 40,000 staff looking at how Church schools can and should maintain their Christian ethos. A second collaboration led in 1995 to the publication of *Church School Staffing*. The collaboration worked well. Culham project managed the work, Southwark diocese was the test-bed for ensuring that the manuals were thoroughly grounded, the National Society through its publishing arm acted as the publisher, advertiser and distributor and the two writers had national credibility also as trainers. Both guides made a modest profit financially.

#### **10. *The Church of England Schools and Colleges Handbook* [1993 and 1994]**

This was the first time that a national document had been produced listing Church schools on a diocesan basis. At a time when annual printed handbooks were the norm, having a smart burgundy one relating to Church schools on the shelf within the head teacher's room was an important PR symbol.

#### **11. *Diocesan Boards of Education* [1995]**

This study, in collaboration with the diocesan directors of education, examined their own evolving role and that of their boards. Undertaken at a time when the capacity of LEAs began to decline and Church schools were starting to look more to their DBEs for professional advice and support, the research highlighted both the need for the Boards to employ professionally qualified and experienced advisory staff and the difficulty of achieving this unless the boards broke away from diocesan level salary scales. The report assisted DBEs in their local negotiations with their dioceses about how best they were to operate. So, for instance, in the Oxford Diocese it led eventually to the DBE becoming an incorporated body.

The project also led to a further and confidential study of and report on DBE staffing and salary levels undertaken by Tony Williamson in his capacity as chair of the DDE's association. Culham provided support for this study. The report formed the basis for considerable debate and action within many of the dioceses. In particular it highlighted the need for the DBEs to match educational salaries and conditions of service in order to attract staff who would be professionally acceptable as Church school advisers.

## **12. *Geographical distribution of Church schools in England* [2000].**

This report gave a visual and tabular overview of the relative numerical strength of Church of England and Roman Catholic schools in each LEA. It enabled dioceses to identify where Church schools were under-represented and it highlighted the lack of Anglican secondary schools in many areas just as the Dearing Review of Anglican schools was starting. It provided a very helpful backcloth for Ron Dearing and his review team.

### **Projects in the Oxford Diocese**

#### **1. *The debate about Church schools in the Oxford Diocese* [1982]**

This report outlined issues to do with Church schools and stimulated a debate within the Diocese as a whole. It took place just at the time when the distinctive aspects of Church schools were beginning to be recognized and when it started to be acceptable to highlight them.

#### **2. *Between Church and chalkface: the views of teachers in Church of England aided secondary schools in the Oxford Diocese* [1985]**

Following on from the initial debate [above], this study provided empirical evidence about how teachers in the Church secondary schools viewed working in such schools and the extent to which they actively supported the Church-related character of the school. The study highlighted some serious issues which would need attention if Church schools were to become more distinctive.

#### **3. *Managing the Church schools: a study of the governing bodies of Church of England aided primary schools in the Oxford Diocese* [1988]**

This further study was undertaken when the role of governing bodies was still a relatively minor one and before their powers and responsibilities began to be clarified and increased. It highlighted the importance of governors for overseeing the children's educational experience and also for safeguarding the foundational principles of the school.

#### **4. *Young people in Abingdon* [1987]**

This survey of young people's views was to inform planning for youth activities in the town. It was undertaken by jointly by Leslie Francis and by Richard Atkinson, then one of the curates at Culham's neighbouring church of St Helen's in Abingdon and now Bishop of Bedford, as part of a contribution to the locality.

#### **5. *RE survey for Oxfordshire SACRE* [1998]**

A survey was undertaken on behalf of the Oxfordshire SACRE eliciting the views of all the heads of RE in the secondary schools and the RE co-ordinators of the primary schools in relation to the review of the Oxfordshire Agreed Syllabus for RE. The results were published within the county and were very influential in shaping the form of new syllabus. However they were not made more widely available.



## Other projects

### 1. *Communion before confirmation; a report on the survey* [1993]

Culham was approached to undertake a survey of views within the three experimental dioceses and the resultant report was influential in the forthcoming discussions and decisions at a national level.

### 2. **RE in the Republic of Georgia** [1995 – 98]

This project, commissioned by the Archbishop of Canterbury and the Bishop of Oxford on the basis of an encouraging meeting with the Georgian president Eduard Shevardnadze, was a response to the President's desire to replicate in Georgia the style and type of RE taught in England.

It took nearly a year to discover an appropriate link person – a former Georgian teacher and university lecturer who was also an Oxford doctoral student. Tamara Grdzeldze was extremely good as she understood both the English and the Georgian educational systems and was also extremely well connected in Georgia. Indeed without her, the project would never have got as far as it did. The Jerusalem Trust funded three Georgian educationalists to come to England for a two week visit the purpose of which was to enable them to see how the English educational system worked and how RE was taught and its teachers trained. They were the gatekeepers who needed to be on-side to make things happen in Georgia.

In spring 1997 two Georgian RE teachers came to Oxford for a one term's intensive in-service training Westminster College. The aim was that they would then be able to assume responsibility for training other RE teachers in Georgia. John Gay went over to Georgia to take part in their selection and also to assess first hand some of the issues affecting education there. In the summer the Bishop of Oxford, the Revd Dr Arthur Peacocke and Rosemary Peacocke went on a week's visit to Georgia to give lectures and conduct seminars at the university and at the teacher training institute. These were planned as high-level high-status occasions in order to boost the standing of RE within Georgia.

Further plans were developed to:

- iv) focus on the teaching of Christianity in the Georgian RE syllabus
- v) provide information and ideas for a large number of teachers
- vi) provide a model of in-service training methods, drawing on experience in this country, which could be picked up and developed by Georgian teachers for in-service training in RE and also in other subjects.

However by 2000 the Georgian Orthodox Church had grown in strength and it now saw RE as the responsibility of the Church and not the state. As a result Culham advised against any further work. Was the earlier financial and energy investment worth it? Evaluation is difficult as it was very much a 'bread upon the waters' project as were so many similar initiatives following the emergence of the new post-communist countries.

Tamara herself went on to develop a Soros funded project in Georgia and then to work for the World Council of Churches. In September 2014 she was appointed as Georgia's Ambassador to the Vatican.

### **3. *Sir Halley Stewart RE Teacher Fellowships* (1990s)**

During the 1990s Culham was asked to manage three one-year fulltime RE Teacher Fellowships for the Sir Halley Stewart Trust. Of the three holders, Angela Wright went on to become the RE Lecturer at King's College London and Vanessa Ogden became Head of the Mulberry School in East London – a girls comprehensive serving a largely Muslim area. Christine Chalstrey, after having her family, returned to RE teaching within Oxfordshire and continued to contribute nationally through very incisive letters published in the press. Contact was maintained with all three who strongly attribute their career development to the opportunities provided through their Fellowships. This was a very clear example of longitudinal evaluation which could be undertaken.

### **4. *The Faith Zone in the Millennium Dome* (2000)**

As part of the Dome's 'millennium experience' for 2000, the BBC produced ten short videos lasting a total of 35 minutes describing Christianity in Britain. When the Millennium exhibition closed, it was discovered that this video resource was going to be skipped and so Culham was asked by the original funding trusts to investigate its further educational potential. Culham was then commissioned to make a new video of the material along with an accompanying booklet and a website for schools, including transcripts of the programmes, background information and suggestions for classroom discussion and collective worship.

The package was then sent free to each secondary school in England and Wales as a millennium gift from the Laing Trust. Copies were also given to RE advisers, teacher trainers, RE resource centres and to the National Society for use in Church contexts. . Thus through a development grant of one eighth of the cost of the original production, the user audience for the video was vastly increased. For under-resourced RE departments the gift was of both symbolic and material value.

### **5. *An open learning package on Christian content knowledge* [2001]**

This package aimed to provide graduates in related subjects with the more specialist knowledge needed to become RE teachers. The work was undertaken in partnership with the London Institute of Education, King's College London, the Biblos project at Exeter University and Brunel University's RE Centre. The material was eventually integrated into the Subject Knowledge Booster Course run by TeachRE.

### **6. *Better RE through ICT* [2003]**

This training CD ROM was produced and sent to all LEA and diocesan advisers free of charge. Further copies were available for sale.

### **7. *TRSONline* [2005]**

A new website was developed listing all the accredited distance learning courses in theology and religious studies being offered by recognised HE institutions in the UK.

### **8. *A self-evaluation tool-kit for heads of RE* [2006]**

Tony Parfitt, in collaboration with AREIAC, developed a self-evaluation toolkit for use by heads of RE following OFSTED's decision to cease conducting detailed subject inspections. The resource was available online for free. It also provided the potential for collating and analysing the information by SACRE and then nationally. However

even the very modest £50 set up charge and £50 annual maintenance charge per SACRE caused the national association of SACREs (NASACRE) to have doubts about the ability of some SACREs to fund these charges. Accordingly, the toolkit remained as a resource for individual schools but its wider potential had to be dropped.

9. *A National Centre for RE in the City of London* (2003 – 2010)

Development work was spread over the period 2003 – 2008. Eventually the plans to convert St Nicholas Cole Abbey in the City into the physical centre came to nought. Untangling the reasons for this is difficult but the following issues undoubtedly contributed:

i. The bite of the financial recession in 2008. Prior to that all the advice from advisors was that the City was awash with money and that fund raising would be no problem as a City based project combining education and heritage would open both the corporate and the personal cheque-books. However once the recession hit, the sense of relative deprivation meant that virtually all the potential funders backed away.

ii. Advice from City-based advisers was that fund-raising should not start until a detailed scheme had been drawn up, widely consulted upon and planning permission obtained. Normally this would have made sense, for funders always react more positively to a concrete plan which is ready to start, but it meant that all the pre-recessionary time was lost for fund-raising. Of course, at the time this could not have been predicted.

iii. There was a widespread misunderstanding about the nature of school-based RE as a curriculum subject. Many implicitly assumed that the centre was to be for Christian evangelistic work and therefore should be funded by the Church. The block on the application to the Heritage Lottery Fund was explicitly on these grounds.

iv. When it became clear that the recession was not a temporary blip, the original plan was put on hold and a staged approach was adopted instead. An arrangement was agreed with the appropriate diocesan officers whereby a lease on the building could be purchased on a capital basis. This approach would allow for the building to be used very quickly and then for the final plans to be worked on in stages as funding allowed. St Gabriel's joining Culham as a development partner meant there was now sufficient resource available to enable the first stage to be undertaken and for the centre to open by Christmas 2010.

However, Culham was subsequently informed verbally by the newly appointed Head of Operations in the Two Cities, Martin Sargeant, that a review of redundant churches, which included St Nicholas, had begun. When challenged, Culham was informed that its existing partnership with the diocese was not legally binding. This was despite earlier episcopal and other assurances from senior officials in the Diocese that the partnership was always secure and based primarily on trust between two Anglican bodies.

It came as no surprise when Culham was informed that the Diocese no longer supported plans for an RE Centre at St Nicholas and that the building instead was being offered to St Helen's Bishopsgate, a wealthy and influential evangelical City Church, for use as an outreach base.

Was Culham too naïve in trusting the partnership with the Diocese? In a diocese as large and as complex as London, in some senses the answer has to be yes. However, once the project development work was in full swing Culham did try to get a tighter legal frame for the arrangement but this was treated by the Diocese as an expression of bad faith in the partnership and so the choice was either to abandon the project altogether or to continue on the existing basis. The latter was the route taken. Furthermore there was a strong educational incentive within the Diocese for the Culham project to succeed as it had lost its RE Centre when the partnership with the National Society had ended and its own teachers would have had the new centre to use instead.

Were there any silver linings?

- i. Prior to the recession, some of the City supporters strongly recommended that Culham should take out loans against pledges in order to start the building work and so be able to show further potential funders that action was in hand. However, after taking legal advice, Culham decided that this was too risky. Had this course been adopted, the effects of the recession would almost certainly have landed Culham with unredeemable and so worthless pledges. This was avoided.
- ii. Although the project cost Culham in time and money, all the costs came out of the Institute's annually allotted income and so no debts or draw-downs from reserve income were incurred.
- iii. The failure to achieve its centre was a clear disappointment to the RE community and meant in particular that the RE Council could not have its office base there. Accordingly the Culham Trustees gave a grant of £20,000 per year for three years in order that the Council could rent office and meeting space elsewhere in London.
- iv. Part of the original plan was to include an on-line Virtual RE Centre so that everything which took place at and was developed by the physical centre could be accessed nationwide. This aspect continued to be pursued through the growth under Tony Parfitt of REonline.

### **Other research outcomes as part of project development**

#### **1. *RE in secondary schools* [1989]**

A questionnaire was sent to the Head of RE in every English secondary school in 1989 the results being published in a report which led to a co-production with BBC School TV of 5 programmes on Christianity in Today's World.

#### **2. *RE and collective worship in primary schools* [1992]**

A questionnaire was sent in 1992 to a random sample of 3,500 primary school heads, the results being published as *Religious education and collective worship in primary schools*. This research provided the research basis for a co-production with BBC School TV of a multi-media resource for teaching primary RE.

## Culham's websites

### 1. *Origins and development*

Culham's partnership with the BBC and with Channel Four in the 1990s had alerted it to the emergence of new technologies and to the value that these would bring to education. In particular it was the opportunities offered through the world-wide web which were particularly attractive. Early development work was undertaken leading to Culham setting up its own website and linked email addresses.

The obvious route to take was to join the Joint Academic Network (JANET) but this involved a thorough vetting process undertaken by the Network managers in order to decide whether or not Culham had the appropriate academic credentials. Fortunately the staff and the related research projects being undertaken at the time met the criteria and so Culham was granted the coveted '.ac' address. This was to be an enormously useful shorthand validation criterion in years to come. So in 1997 Culham was able to launch its own website with the easy to remember URL [www.culham.ac.uk](http://www.culham.ac.uk).

The website was seen essentially as a place to advertise Culham's work and also to display information from Culham's various projects. In 1998 a dedicated section for the St Gabriel's Programme was added. The following year the Trustees undertook a review of Culham's web work. They recognised it as a very cost effective way of reaching a large and diverse audience and also that the ease with which web material could be updated was a major advantage over printed material. They concluded that the website development had become a strategic part of Culham's overall operation and that as a matter of policy it should continue on a systematic basis in the future with appropriate resources allocated for it.

By 2004 the website had grown like topsy with new projects and sections having been regularly added. So Diana Lazenby and Tony Parfitt reordered the site so that all the various new elements were linked and accessible within a more coherent framework. Hits had virtually doubled during 2004 with Culham's main site recording about 1 million hits and the total suite of all Culham's sites around 4 million hits. Given the size of the respective target audiences, inevitably some sites recorded higher usage than others. The RE Site/REonline always had the largest usage, followed by the Collective Worship site but TeachRE and the RE Directory were also significant. Dottie & Buzz had also generated much interest. Other sections such as the Register of Research inevitably had a much smaller specialist audience and so hit rates were very much lower.

### 2. *REonline* [1995 onwards]

REonline's origins go back to 1995 when Tony Parfitt developed an RE section as part of British Telecom's *Campus World*. During 1998, with some financial support from SPCK, the section morphed into the independent *RE Site*. The work grew out of his concern at the lack of RE resources for what many resource producers considered a 'cinderella' subject coupled with concerns about the quality of RE generally and especially where it was taught by non-specialists. As a former HMI for ICT he was only too aware both of the risks to RE if it got left out of the emerging developments in educational ICT and also of the benefits which ICT could potentially offer to RE.

In an update in 2001, Tony Parfitt reported on the increasingly significant growth in the use of ICT in education. Culham was already investing significantly in it and a *TES* supplement had listed the top ten websites for RE of which three were Culham sites. Websites were being increasingly recognised as a most effective method for disseminating resources and information. Tony Parfitt was also able to use Culham's ICT initiatives to launch a national project entitled *REfIT* [RE for Information Technology] and also to develop some joint working on RE materials with BECTa [British Educational Communications and Technology Agency]

With the on-going reduction in the number of physical RE Centres, the need for some sort of Virtual RE Centre was being increasingly recognised. During 2003 several of the Church College trusts expressed an interest in supporting a virtual centre and so development work proceeded apace and included the absorption of the RE Site into what was to be called REonline. It was formally designated as a collaborative initiative of the ACCT with funding from a number of the member trusts and was launched in January 2005 at the BETT fair in London. In preparation for the fair, Gerald Haigh wrote an article in the Times Educational Supplement [07.07.05] examining resources for RE:

“For all RE teachers, though, the starting point is the Culham Institute. It's a huge repository of expertise and information for RE teachers with access to lots of resources and reviews, and has links to other websites including its own definitive *RE Site*. At BETT, the Institute will be launching a new website for education, [www.reonline.org.uk](http://www.reonline.org.uk), which will incorporate the *RE Site*, and add lots of new content specifically intended to help teachers, with resources and assessment materials.”

New sections continued to be developed and added and by the start of 2007 there were over twenty major sections. At the same time the *TeachRE* website became a subsection of *REonline* and a new aspect included subject knowledge for primary and secondary teachers and graduates. *REonline* was a now well established site creating expectations and changing in line with the changing face of RE nationally. Popular features included the People of Faith site and the Places of Worship site, the latter having a linked DVD. In line with the National Framework for RE the site now covered 10 beliefs, including Baha'i, Humanism and Jainism.

In a Guardian article [04.12.07] entitled 'Belief in a Virtual World' Gerald Haigh wrote:

“Religious education doesn't fully thrive within the limits of a classroom. Pupils need to meet faith leaders and members, visit their homes and their places of worship and experience their celebrations and acts of devotion.

Ideally visits and encounters would be in real time, but logistical challenges can be difficult to overcome. Here good ICT comes into its own, providing virtual tours, conducting face-to-face interviews and eavesdropping on solemn moments. Even when a visit is planned, a virtual preliminary will enrich the experience.

The first port of call for ICT in RE, particularly before visiting an exhibition such as BETT, is *REonline*, perhaps the best UK's subject-centred site.”

In 2008 further features added included an Image Library, the All-RE word search supplemented by the audio recording of key words and new A-level resources. In 2009 the site was re-launched with a more easily navigable design, based on the Non-Statutory National Framework for RE and advice from the QCA, and was developed in collaboration with teachers, teacher advisers, and teacher trainers. Essentially it still remained a portal site. The site also formed the basis of a new Subject Knowledge Booster Course.

In early 2011 a collaboration was secured with the Pears Foundation for the development of a hosted site on 'the Jewish Way of Life'. Also an online Helpdesk had been established using a team of experts to answer questions from teachers. This was considered a particularly important innovation given the diminishing level of support available through local authorities.

During 2011, given the forthcoming merger of Culham and St Gabriel's and the management changes, it was considered sensible to focus on a consolidation of the existing resources. Indeed the on-going quality control had always been a key feature of the site and users had come to appreciate and reply upon it. There was now an extremely large number of sub-sections that needed to be regularly checked for consistency of tone, style and quality. Unlike a book where one knows from its publication date roughly how out of date it is, users expect information on websites to be up-to-the-minute and accurate. This is what Tony Parfitt, his in-house team of James Robson, Martin and Margaret Brasier and his very substantial national team of writers and developers strove to achieve. Feedback and usage rates attest to their success.

	Hits total	Pages total	Visits total
2002	7,747,000	1,457,000	71,000
2003	8,883,000	1,567,000	99,000
2004	10,763,000	1,971,000	438,000
2005	20,887,000	3,749,000	869,000
2006	34,960,000	6,215,000	1,399,000
2007	46,304,000	9,699,000	1,914,000
2008	45,511,000	9,051,000	1,748,000
2009	33,509,000	6,965,000	1,190,000
2010	28,519,000	6,962,000	1,023,000
2011	33,822,000	9,962,000	1,459,000
2012	38,435,000	8,629,000	1,478,000

[All figures are annual and rounded to nearest thousand]

A significant dip occurred in 2009. This was due substantially to the site being redesigned and previous users then discovering that their bookmarks no longer took them through to their accustomed sections. Instead they needed to spend time navigating the new arrangements. This was an anticipated risk but the alternative of not refreshing and updating the basic design was considered educationally unacceptable. The upswing in 2011 and 2012 suggests the risk was worth taking.

Whilst other ACCT trusts contributed to the cost of REonline over the years, St Gabriel's was the most substantial partner and without their financial support and their continued encouragement Culham would not have been able to sustain and develop the initiative. The partnership was essential.

### 3. *Collective Worship site* [1998 onwards]

Following the government's refusal to take further the outcomes of the consultations on collective worship, Culham decided to develop a website to exemplify best practice in collective worship and to help teachers with their planning and delivery. This was done in association with the National Society.

By 2005 the site was providing 24 regular collective worships and 40 new 'reflections' per term. In addition there were responses to special events of national interest such as the tsunami and 'one offs' such as one on humour. The usage statistics showed that it had become very popular. There was already a bank of over 200 resources which were fully searchable and divided between primary and secondary. A more multi-media approach was now being adopted with a combination of image, word & music. In practice, so many assemblies tended to have no religious or even spiritual content. A distinctive contribution Culham made was that it followed the legal requirement that collective worship had to be, in the main, Christian.

By 2008 there were over 500 searchable resources and prayers and the annual access rate had reached over one million visits. Analysis of usage showed that the site was increasingly being used in parish contexts as well as in schools. In 2009 a partnership was formed with Beibl.net which enabled significant aspects of the site to be translated into Welsh. During 2010 usage had increased by 10% from the previous year.

### 4. *TeachRE* [1999 onwards]

In 1996 the ACCT's Policy Study Group recommended the establishment of an RE teacher recruitment initiative as a collaborative initiative of the ACCT itself which was to be housed and managed by Culham. During 1997 ACCT member trusts considered the funding issues and a preliminary seminar was held in May 1998 to examine overall recruitment needs. A fulltime development officer's post was established and the project was formally launched in September 1999.

A website was designed and a grant was given by the TTA to build a web directory of RE good practice schools which potential RE teachers could visit. This directory rapidly proved to be the most popular section of the website. A recruitment video was made and, along with leaflets, posters and bookmarks, was sent round all university theology and religious studies [TRS] departments and to careers advisers and others. The website continued to be developed as a marketing tool and the web directory was kept up-to-date. Indeed this latter element was crucial as an RE department could go from excellent to poor on the departure of a first-class teacher.

In 2002 the website was re-developed, a recruitment CDrom and posters were produced and sent round all TRS and university careers advisory departments and operational links were established with the TTA's regional advisers.



Part of the recruitment problem for secondary RE was that target numbers were around 600 whereas the annual output of the TRS departments was only around 1,000. Clearly these graduates needed to be targeted and so a focused leaflet was produced and circulated to them. However it was well recognized that many of these theology graduates would be going into other work areas and so it was clear that RE teacher training departments, if they were to achieve their recruitment targets, would need to fish additionally in allied subject areas. Accordingly leaflets were produced aimed to entice sociologists, philosophers and psychologists into RE teaching and circulated round all the relevant university departments. Also two DVDs were made based on filming in 10 schools across the country in order to show potential teachers something of the excitement and challenge of RE teaching - *Discover RE Teaching* and *RE Teaching in Practice: examples of RE teaching in the classroom*.

In June 2004 the TeachRE project formally came to an end. Recruitment was at its highest point since 2001 and RE was bucking the national trend with numbers up 12% on the previous year. The *Good Schools Directory* had 230 schools listed and checked and the website was running at over 12,000 hits per month. However it was clear that the work needed to continue and so Dick Powell remained on Culham's staff for a further year and thereafter worked on a consultancy basis from his home in Cornwall until 2012. St Gabriel's gave a further grant for three years for website developments and All Saints for two years for pamphlets and DVDs. Just before Dick Powell left in 2005 a phone call was received from Ralph Tabberer [CEO of the TTA] to say that he was about to announce a significant 'Golden Hello' for RE recruits and that the decision to do so was in substantial part due to the campaigning work undertaken by TeachRE.

The TTA had also recognized the need identified by TeachRE for the boosting of subject knowledge and so awarded a number of training grants to teacher training departments to run their own booster courses for students from allied subject areas. However, as seems to happen with so many such initiatives, funding was short lived and when it was withdrawn PGCE providers were very clear that similar courses were still needed. Accordingly Culham developed a new RE subject knowledge booster course and related website which went live in April 2009 and in the first year 120 students were enrolled on the course.

Undoubtedly the TeachRE campaign was successful whilst it lasted. But recruitment operates on an annual cycle and so a sustained annual campaign is what is really needed. Memories are short and a successful campaign of years gone by is unlikely to have significant impact in years to come. In 2007 the Steering Group concluded "Members were clear that a very good foundation had been laid by the trusts but that it is not the job of the trusts to long term fund areas of work which are properly the responsibility of statutory bodies." Quite so. But what if the statutory bodies can't or won't take on the responsibility? As far as RE is concerned the statutory bodies have had a long track record of refusing to help. This presents trusts with a real dilemma.

## **Curriculum resources in collaboration with the Jerusalem Trust**

1. *Christianity in Today's World (with the BBC)* [1992]  
Five broadcast programmes for secondary RE on Christianity:

1. Changing world – Leicester
2. Material world – Rio de Janeiro
3. Human World – Florence
4. Musical world – Cape Town
5. Media world – Atlanta USA

Initial reviews were generally very positive. Whilst the occasional reviewer was overwhelmed by ‘the kind of fast-moving split-screen style associated with the Janet Street-Porter regime at BBC2’ even they recognized that ‘the target audiences will take to these videos immediately’. BBC viewing figures revealed that for the first programme ‘outing’ 28% of schools were using them across a wide range of classes – apparently 6% would have been considered reasonable and 13% good. The teachers’ programme also had a high rating of 16% against and expected 6 – 10%.

The BBC also decided to produce a boxed set containing videos of the TV programmes and the teacher and pupil books. An unexpected outcome of this commercial development was that Culham, as a co-producer, was given income rights on the sales which it was able to use to offer discounts to schools.

The programmes were planned originally on the basis of a five year life and were transmitted nine times. However once a resource gets embedded in a school curriculum there is a temptation to keep it well beyond its ‘use-by’ date. This can cause particular problems where a resource has been designed in a very contemporary style. Certain sequences had a longer term life but with hindsight others which worked very well at the time should have had a self-destruct device built in for automatic activation after say ten years! Teenage hairstyles and fashions date very quickly.

## **2. *What’s on: mainstream religious broadcasting as an RE resource* [1992]**

In November 1992 the Jerusalem Trust made a grant for the production of newsletters to alert teachers to forthcoming TV programmes which could provide good curriculum material for use in RE lessons. Subsequently a switch was made to electronic means as being a faster and more flexible way of getting information about forthcoming broadcasts out to teachers in time. Following the end of the start-up grant, the project was mainstreamed into Culham’s overall portfolio and was then managed operationally in collaboration with the Religion and the Environment Project (REEP). It continued through post 2011.

There were also three projects whereby booklets were written specifically for RE teachers on how to use programmes. Two were linked to Tony Robinson’s *The Good Book Guides* and a third to *Soul* (an introduction to the new cosmology: Time, Consciousness and God), BBC2 broadcast.

## **3. *Filler programmes (with the BBC)* [1993]**

These arose out of the national RE competition linked to *Christianity in Today’s World*:

1. The story of Zaccheaus and Nicki Cruz through shadow puppets
2. The Cynffig Christmas Cracker
3. The prize giving in the House of Commons
4. A 10 minute Q&A programme.

The Q&A programme was broadcast four times and the other three were five minute programmes which could be used as 'fillers' between longer programmes within the School TV schedule. The one based on the story of Zacchaeus and Nicky Cruz using shadow puppets was particularly popular and used on many occasions by the scheduler, a person with whom Culham had developed a particularly positive working relationship. Whilst these programmes were used alongside other RE transmissions, they also had significant drop-in audiences from other subject areas and from the general public.

#### **4. *Eggshells and Thunderbolts (with the BBC)* [1993]**

This primary Inset package consisted of:

1. Two 30 minute programmes broadcast and video
2. Radio programmes broadcast and on audio tape
3. A CDi
4. A teacher manual
5. A broadcast Q&A programme, filmed at a school in Reading, on how to use the package.

The package was launched at a press conference in the Council Chamber of Broadcasting House on 1<sup>st</sup> December 1993. Compered by the newsreader Martyn Lewis, the material attracted considerable interest, partly on account of the CDi component and partly because it was the first fully multi-media package launched by School TV beating a large science package by a couple of months.

The TV and radio programmes were all given transmission slots and by the end of 1994 the TV ones had been broadcast six times. Sales according to the BBC yardsticks were buoyant and income from rights allocated to Culham as a co-producer was used for further broadcast development work. This was the second time Diana Lazenby had worked with the BBC as Culham's co-producer and wider recognition came when she was invited to chair the judges' panel of the education section for the awards at the British Multi-media Exhibition at Earls Court in June 1994.

#### **5. *Living Stones (an internal production CDRom)* [1996]**

A set of 12 short stories on the history of Christianity in Britain for 8 – 14 year olds. Produced as a CDRom with a substantial teacher manual. The disk was marketed both through the Christian Education Movement (CEM) and through Lion Publishers. The initial supplies of the CDRom disk were sold out and a re-press was necessary.

#### **6. *Christianity in Britain Today (with the BBC)* [1996]**

A new secondary series of five programmes as part of the BBC's *Belief File* package. The programmes were broadcast five times and there was also a video with guidance notes and additional material especially in the form of colour photos and OHTs. The resource was seen as interrelating with *Living Stones*.

A 60 minute programme using additional filmed material was made for transmission in 1997 on BBC night-time's *Learning Zone* and transmitted twice.

*Four Lessons and a Funeral* [1997] was a 30 minute teacher programme to accompany the pupil series and was transmitted three times as part of *Teaching Today*. There was also a related teacher book.

Two five minute filler programmes on symbols and pilgrimage were made and first transmitted early 1997.

#### 7. ***Story Keepers*** [1997]

A teacher guide was written to go with the video of this very popular ITV series. Viewing figures were extremely high and several repeat transmissions were made. At a later stage the programmes were packaged as videos and the teacher guide included in the version for schools.

#### 8. ***Making existing material on Christianity better known*** [1999]

A substantial booklet was produced listing a range of resources for teaching about Christianity in primary schools. 270 books were listed along with 44 videos, 26 CDRoms, 10 poster packs and 15 institutional sources for help and advice. The resource was produced as an attractive glossy booklet and subsequently sent to each primary school in England and Wales as an appropriate millennium gift. At a later stage the material was transferred onto the Culham website.

#### 9. ***Dottie and Buzz (Channel 4)*** [1999]

This co-production produced:

1. Five pupil programmes, broadcast and produced as a video
2. A teachers guide
3. A pupil activity book
4. A big book
5. A website support

The programmes and their accompanying support materials were launched at a reception at C4 in September 1999 and first transmitted that term. The value of having an early years broadcast on Christianity being transmitted on the eve of the millennium was seen by many as an added bonus. The programmes went on being periodically transmitted until 2006 when they were made available on a DVD. With the demise of C4's education department, the resources were transferred to a central marketing agency which continued to sell the DVDs until 2010. Fourteen years on, with the central characters being puppets, the programmes are still highly usable and are still being used.

The series was nominated for a Royal Television Society Award in 1999. However at the glitzy awards dinner itself, when it was discovered that Dottie and Buzz was competing against the BBC's multi-million pound TeleTubbies series, the Culham team realized the playing field wasn't entirely level! Also, the programme on baptism received a 'highly commended' prize at the 2001 Sandford St Martin RE Awards ceremony.

#### 10. ***Faith Zone video*** [2002]

The contents were salvaged from the Millennium Dome, produced as a video and distributed free to all secondary schools in spring 2002. There were sections on the

Church in the landscape, Jesus in the UK, worship, healing, education, justice, freedom, mission and beginnings.

11. ***REdotComp*** [2002]

This CDROM on good practice in the use of ICT in RE was the outcome of a competition round schools encouraging RE teachers to use the latest ICT technologies with their pupils.

12. ***Teaching Christianity at KS1 (BBC)*** [2004]

The programmes produced as part of the Watch series as the teacher programme to accompany three pupil programmes, three big books and a teacher resource book. It has been made available as a video including the three pupil programmes. There was an associated Culham website.

13. ***Dottie and Buzz for the pre-school and foundation stage*** [2009]

This resource consisted of ten stories each with its own extensive support material plus a DIY dolls' church which could also be adapted as a crib for Christmas. Support materials included specially commissioned songs to sing along with, related Bible stories, glove puppets and outline characters, cooking and craft features, activities for the dolls' church, and notes for teachers and parents. The whole project was web based and launched in May 2009. The resource had its own web address but sat within the REonline family.

14. ***The Jerusalem Trust collaboration***

For the whole period from 1988 onwards Culham worked closely with the Jerusalem Trust and in many senses and especially in the earlier stages Culham acted as a type of 'managing agent' for the Trust in the area of Christianity within the school RE curriculum. An Education Advisory Group was established in 1990 and John Gay was one of its members through to a decision in 2011 to disband the Group. The group was chaired by one of the Trustees who reported back to each meeting of the Trustee Board itself. Additionally, each year the Group met with the Trustees and gave direct reports on their projects and they also met with their media counterparts who formed the Board of Jerusalem Productions.

Each project which Culham undertook emerged out of initial Trustee discussions and subsequent directional steers by the Trust officers. Culham would then present the Trustees with a formal proposal which would go through the grant application process in the normal way. Once agreed the project would be managed by Culham which was responsible for successful delivery within the agreed timescale and cost ceiling. Update reports would be presented and discussed at each of the three annual meetings of the Advisory Group and at the annual meeting with the Trustees.

Accountability was essentially a product accountability and there was very little expectation or requirement on the part of the Trustees for the Trust to be involved in the project processes themselves.

For three of the larger projects an external evaluator was appointed. However given that all but one of Culham's projects resulted in viewable outcomes, and that the Trustees were always invited to launches and usually at least one attended along with an officer, the Trustees were usually able to evaluate the output themselves as well as

using the feedback from external evaluators, viewing figures, press and teacher reviews etc. In the case of the *Dottie and Buzz* co-production with C4, two of the Trustees gave it to their grandchildren to watch - who fortunately gave it the thumbs-up!

Perhaps the most stringent aspect of the evaluation and monitoring of the co-productions with the BBC and Channel 4 was that all the broadcast programmes and associated print and other resources were subject to their own rigorous quality control and review systems. Both channels had clearly defined production standards and criteria which had to be met. Both had a team of education officers who promoted the programmes and also assessed teacher and pupil reactions to them. The Culham team worked within their parameters but at the same time brought to the table a level and breadth of RE subject expertise well beyond what might otherwise have been available to the broadcasters. Both parties benefited from the co-production arrangements. That the co-productions continued for a fifteen year period and only ended with the dissolution of school focussed programming at the BBC and at Channel 4 is strong testament to the value of Culham's contribution by the two professional broadcasting bodies.

## **The St Gabriel's Trust**

### **1. *Personal grants***

Over the period 1978 - 2012, personal grants were awarded totalling £420,000 [£631,000 at today's prices using the RPI to adjust for inflation].

The Trust had always been prepared to consider requests from individuals for personal grants to further their work especially in RE teaching. There were significant peaks and troughs in the totals given each year ranging from £1,400 to £36,000. Clearly the Trust was always dependent on receiving appropriate applications which fitted within the terms of its grants policy. Over the years regular help was given to teachers undertaking MAs at King's London, RE open learning diplomas through the Stapleford Centre and certain courses at Goldsmiths. On account of the complexities and costs of helping overseas students, such grants were rarely given.

Evaluating the value added resulting from personal grants to individual teachers and others is always a difficult task. Immediate outcomes such as the successful completion of a taught course or the submission of a thesis or the production of a curriculum resource are all good proximate measures and the Trust was able to use these as a basic yardstick against which to evaluate its grant giving work. Reports back at Trustees meetings using progress reports from recipients and also from tutors in cases where a grant was running for more than a year enabled Trustees to monitor the progress of recipients and if necessary to adjust the operation of their grants policy accordingly. In at least two cases institutions had built up a successful track record and so applicants for courses at those institutions coming with the recommendation of the course tutor gave Trustees a sense of confidence that the grant would be well used.

But as is always the case in education, immediate outcomes are not always the most significant ones and later outcomes may be the most valuable and enduring ones. For example, an RE teacher is given a grant to do an MA in the subject and completes the course successfully. Then, as a result of the confidence and expertise gained by doing the course that person goes on in later years to become a national figure within the RE

world. It is this subsequent aspect rather than the course completion in itself which is the really valuable outcome. And yet, on account of the timescale involved, it is the most difficult to measure. This is why, when applications are considered, the experience, knowledge and insights of the Trustees on a grants committee is so important and is why professionally informed 'hunch' can play a key part in decision making.

## **2. Corporate grants**

Over the period 1978 - 2012, corporate grants were awarded totalling £2,480,000 [£3,683,000 at 2012 prices using the RPI to adjust for inflation].

The Trust always responded to corporate applications and considered each on its merits. As a result, over the years a large number of organisations were helped with grants usually of a one-off nature and under £10,000. In addition there were projects closer to the Trust itself which, over a period of time, received more substantial help.

Foremost among these latter recipients was the National Society. This was not surprising considering the Society's RE Centre was originally housed in the College and that the Society was the Trust's custodian trustee and had ex officio representation on the Trust. Grants totalling over £200,000 were given to the RE Centre and after it was closed further grants were awarded for other related activities including £65,000 in 2011 for a school worship website. By the end of 2011 the National Society had received £322,000 in grants.

Whilst the Trust itself did not have a geographical limitation or focus to its work, nevertheless having emerged out of a south London college and with a Southwark Diocesan Board of Education nominee as a Trustee, it was natural that the Board should look to the Trust for help and received grants totalling over £100,000. Similarly the Education Centre in Southwark Cathedral received regular but much smaller amounts. Further help was given to the Charles Brooke Church of England School, which had the same founder as St Gabriel's, and in particular a grant of £70,000 was given towards its chapel.

Until 1987 Goldsmiths College received an annual grant of £12,000 towards its Religious Studies Department and in 1990 a grant of £81,000 was given for a three year Fellowship in RE. In all the College received £152,000 from the Trust. However, the original intention of establishing a chair in Christian Studies collapsed when the College closed its Religious Studies Department.

The Religious Education Council of England and Wales up until 2009 had received two modest grants totally £7,000. However from then onwards the Trust became a major sponsor of the Council giving £30,000 towards the RE Festivals, £170,000 for RE promotional work, £16,000 for a think tank and developing a strategy for CPD, and £69,000 for the RE Quality Mark over the period 2012 - 14.

Other projects which received significant financial help have included:

BBC School TV RE in-service training programmes - £50,000

Bible Reading Fellowship for Barnabas work in schools - £30,000

Church of England Adult Education course - £25,000

King's College London project on RE in Church of England schools - £63,000

RE and Special Needs project at the West London Institute for HE - £90,000

St John's University Tanzania – equipment for RE teaching - £20,000  
Stapleford Centre for RE - £42,000  
University of East Anglia RE research fellow - £38,000

Other external projects helped, but with smaller grants up to £20,000 included:

All Faiths and None for improving the quality of spiritual education  
Association of RE Inspectors, Advisers and Consultants for material publication  
Biblos RE Project at Exeter University  
Bloxham Project research on school chaplaincy  
London Diocese Collective Worship Project  
North of England Institute for Christian Education  
Queens Foundation Birmingham  
South London Multi-faith Centre for RE materials  
Spinnaker Trust for RE lessons  
St Alban's Cathedral Education  
Centre Professional Council for RE  
Warwick University RE distance learning course  
Warwick University research on student attitudes to faith

Through its active role in the Association of Church College Trusts, St Gabriel's played a key initiating and supporting role in several collaborative projects including:

Exchange - £3,400 pa over a number of years

MA in Church School Education through a consortium of surviving Church colleges - £58,000 over 7 years.

REonline - £179,000 over 8 years

TeachRE project - £164,000 over 7 years

### **3. *The St Gabriel's symposia***

Five symposia were held between 1999 and 2007 as follows:

1. T S Eliot's The idea of a Christian society – looking forward after sixty years.
2. Faith and citizenship in the 21<sup>st</sup> century.
3. *Education for good.*
4. *The arts and education.*
5. *Reading the runes: religious literature in the 21<sup>st</sup> century.*

Whilst the seminar proceedings were published and so available for a wider audience, the main benefits were first for the people who attended and second for the work of the Trust as a whole, for the symposia operated at a different level to much of the rest of the activities and provided a certain academic and intellectual underpinning for them.

## **The St Gabriel's Programme**

Over the period of the Programme's life from 1991- 2012, the Trust spent £1,730,000 on Programme activities [£2,332,000 at 2012 prices using the RPI to adjust for inflation]. This figure represented approximately 37% of St Gabriel's total income over the period.



## Higher Education

### 1. *Church Colleges Certificate in RE* (1991)

In 1991 the Programme sponsored two seminars to examine how this certificate might be extended to cover topics on church schools and also be used by dioceses. The former came to fruition.

### 2. *RE in the Church colleges* (1991)

In 1991 the Programme held an exploratory seminar to report on and discuss the range of work being undertaken in RE by the Church colleges. This initiative led to a series of further seminars funded by the colleges themselves.

### 3. *Engaging the Curriculum* (1993 – 2000)

Arising out of the Church Colleges Research Project, the importance attached to seeing the Church colleges as places where Christian insights should be applied to the curriculum as a whole was identified as a key development area for the colleges. The Programme agreed to work with the colleges on what became known as the Engaging the Curriculum project.

An opening conference was held in September 1993 with keynotes by the Archbishop of York [Dr John Habgood] and Professor Robin Gill of Kent University. The level of seriousness and significance attached to the launch were seen as very encouraging signs. The Programme pumped primed the work but most of the cost was covered by the colleges themselves.

Initially collaboration across the colleges was good. During the next three years, work continued both in developing the various strands and through the bulletins which had grown in size and stature, the seventh and final one in Spring 1998 being a 24 page mini-journal. As befitted academic institutions, it was agreed that the main additional output should be in the form of published Readers. Three national conferences were convened bringing together the participants from each of the three strands [spirituality, English literature and sociology] and the resultant papers were published by Cassells under the series title *Theology in Dialogue*. A fourth area of work on science and religion was published separately by Culham.

As the project progressed it became ever harder to maintain its collaborative nature. Inevitably the colleges were in competition with each other for academic standing and student recruitment. The collaborative line was held largely on account of the Programme's funding power but when this came to an end in 2000 the project ceased. However, through its bulletins and books the project had a very significant awareness raising impact and its work has not been superseded by anything comparable since. It is hoped that aspects of this project might be taken forward as part of future work on and with the Church universities.

### 4. *Seminar for theologians and RE professionals* (1994)

This was held in Durham in summer 1994 and run in collaboration with the North of England Institute for Christian Education. Its aim was to explore the interrelationships between theology and RE. A book emerged from the occasion in 1996 *Christian Theology and Christian Education*. The difficulties of getting 'pure' theologians to take

an interest in school RE was highlighted. In personnel and interest terms, there appeared not to be a two way traffic between theology and RE in schools.

#### 5. ***Open Learning in RE*** (1995 – 2000)

Following two exploratory seminars in 1995 sponsored by the Programme, the Church Colleges MA in Church School Studies and in RE was developed. The project had been successful in that the course material had been produced and published and the courses were running but the wider objective of the colleges working together to make the courses available to English speaking third world colleges and universities never materialized. For this to have worked would have required a stronger level of collaboration among the English colleges than was possible at the time.

### **National conferences and seminars**

#### 1. ***The Church's future role in education*** [1991]

This was a high level invitation seminar operating under Chatham House rules and with no published outcomes. The opportunity afforded for open discussion was deemed by the participants to have been very valuable and significant.

#### 2. ***National conference - RE: the way ahead?*** [1992]

This first national invitation conference brought together two hundred people representing the wide diversity of interests in RE. The conference led directly to the construction of the National Model Syllabuses for RE – the first time a national framework for the subject had been produced.

#### 3. ***National conference – Church of England members of SACREs*** [1993]

This was the first time there had been a national meeting of such representatives. The outcome was a greater understanding at both national and local levels of the specific and generic issues affecting local SACREs and of the role of the Church of England in relation to them.

#### 4. ***National conference - national collaboration in RE*** [1995]

Two announcements were made at the conference. The first by the Minister for Schools was for the establishment of a short course GCSE in RE and the second by the Chair of the Professional Council for RE for a national RE day to promote awareness of the subject and to encourage RE teachers to work collaboratively.

#### 5. ***National conferences – the future of collective worship in schools*** [1997]

Three national conferences were held to examine ways forward for the future of collective worship in schools. Two national consultation questionnaires were part of the review process. A way forward was recommended and published in the report of the process but as the recommendation was not unanimous it was not taken forward by government. There have been no further initiatives since then. However the outcome did lead to Culham establishing a website to help teachers plan acts of collective worship and also producing and mass circulating a DVD - *Worship: its importance in belief and practice*.

#### **6. National centenary conference – RE: coming of age [1999]**

This conference provided an opportunity for the RE community to take a hard look at key issues affecting RE. It was preceded by a national paper consultation the results of which informed the conference proceedings. A follow-up seminar recommended a national project to communicate the nature of RE and the value of studying it.

In September 2002 a concern about public misconceptions as to the purpose and nature of school-based RE was again raised and discussed at a seminar. Three years later a feasibility study was undertaken looking at possible future action and how the Programme might be able to assist. In November 2008 the RE Council established a PR Committee to ensure that the PR work was not lost once the DfE RE Action Plan finance ended and so the Programme gave a small grant from an unspent budget to enable immediate PR work to continue. At the same time the Council was invited to make a more substantial grant application to the Trust and a three year grant was awarded for a September 2010 start.

#### **7. National millennium conference – Whose responsibility? The balance between local and national in RE [2000]**

This conference highlighted the range and strength of views as to the extent to which RE might be more nationally supported. Two follow-up seminars were held and led in January 2002 to Ministers asking QCA to undertake a feasibility study for a national framework for RE which resulted in the National Framework for RE launched by Charles Clarke in 2004.

#### **8. National seminar – RE in the hospital education service [2000]**

This seminar had been successful in identifying the issues and the areas needing to be developed but it was not clear how the Programme could be involved in any implementation work in view of the highly complex organizational structures of the hospital education service.

#### **9. National seminar – research in RE [2001]**

The outcome was a recognition of the difficulty in getting researchers to discuss research in progress as there was a reluctance to share ideas and plans which were still fluid especially as some might be applying to the same small group of potential funding bodies.

### **Project and training work in RE**

#### **1. RE teacher in-service training [1990 onwards]**

From the outset of the Programme in 1990, extending the skills and expertise of RE teachers was seen as one of its central purposes and so its first activity was to develop an action research initiative in RE teacher in-service training. A seminar was held in September 1990, bringing together a small group of Inset providers representing a range of institutional settings and Inset styles, in order to assist decisions on how best to implement the project.

A number of cautions were raised including:

1. The importance of new money not destabilizing or undercutting what was already happening. Well meaning and substantially resourced trusts entering gung-ho into

areas where existing organisations had been toiling and managing on a shoe-string were not always welcomed with open arms and the Programme had to be alert to this.

2. The difficulties in persuading and enabling RE teachers to attend such training, including the cost of supply cover and the reluctance of many head teachers to see RE as a priority area for training.
3. The problem of recruiting effective Inset leaders.
4. The variety of approaches to delivering effective Inset which meant that no one method emerged as the obvious way of doing things.

Accordingly an early decision was taken to work with and through existing organisations in order to build on their expertise and structures. Initially five different types of organisation representing a wide range of approaches were each invited to produce a proposal for extending their RE training using a grant of £3,000. Once the training had been completed, they were to send in an evaluation of the work which would trigger the second of the two stage grant payment. A review seminar involving a representative from each of the organisations was then held in order to review and plan for the next stage. A further two cycles were completed involving a further eleven organisations at the end of which a report on the three year project was published. In the following year an additional six organisations were invited to undertake projects bringing the overall total to twenty-two.

The publication *The In-Service Training of RE Teachers: the report of an action research initiative [1995]* highlighted a number of issues which, reading them again in 2014, have remained remarkably consistent over time. These include:

1. A lack of any central resourcing for RE in-service training.
2. An ambivalent attitude towards the value of the subject held by many head teachers which is then reflected in resource allocation priorities for training.
3. Teachers own ambivalent attitudes to religion and their lack of subject knowledge which often meant they would give the subject the minimum attention. This was particularly the case among primary class teachers.

The consequence of the above was that many schools were not prepared to devote much time, money and energy to RE Inset. The main exception was that the launch of a new LEA agreed syllabus for RE often led to a burst of Inset activity but this would rapidly die down in subsequent years.

Whereas the fast disappearing breed of LEA RE advisers had been able to offer courses at highly subsidized rates, other providers were finding that they were having to charge full market rates. As a result the other providers often had difficulties in recruiting teachers which in turn led to some institutions deciding to no longer offer RE as part of their overall training portfolio. The increasing application of market principles affected the training operators as well as their clients. Relating the concerns and issues of twenty years ago with those of today, it is interesting to see how many of the same ones are still occurring.

One of the outcomes from the discussion of the report was a decision to see if additional forms of inset might be possible. Accordingly it was agreed to try and encourage peer-led training whereby local groups of RE teachers would be formed in order to lead their own training. This was launched in 1995 at a modest level through national advertising

and each selected group was offered £1,500 to undertake an agreed scheme of training. In 1999 a review seminar concluded that the experiment was positive and should be continued. Following a further review in 2004 it was agreed to invite NATRE to act as 'managing agents' for the scheme as they were in the process of establishing local support groups for RE teachers. By adding inset to the establishment of local groups was seen as one way of giving the groups a clear operational purpose.

## **2. *RE teacher in-service residential training weekends* [1997 onwards]**

Starting in 1997, by 2010 twelve training conferences had been held. Each conference followed a roughly similar format beginning with coffee on Saturday and finishing after lunch on Sunday. The main focus was a menu of around 25 - 30 training seminars led by experienced trainers from the RE world and from which 4 - 5 seminars could be chosen. Some of the seminars were primary others secondary and a number were cross-phase. There were also primary, secondary and whole conference plenaries. A gala dinner was always held on Saturday night, frequently with an after-dinner speech and disco and bar to round off the evening. Before breakfast on Sunday an ecumenical communion service was held for those who wished to attend and a prayer room was available throughout the conference for those of all faiths.

What was achieved? Feedback from the teachers almost invariably praised the value of the seminars for their own professional development, and of the opportunities for meeting and talking informally with other RE teachers and what one described as RE's 'great and the good', but perhaps what was the most significant value for many was the inspiration given by the weekend. Time and time again, as delegates left they would say "As the only RE teacher in my school I feel very lonely and in subject terms rather isolated. This weekend has made me feel part of a much larger community of fellow professionals who share similar interests and concerns - I'm going back feeling inspired and positive." One of the final messages to them was to either join their local NATRE support group or if there wasn't one locally, to create one.

After each weekend the PPG evaluated the occasion and the conclusion was always that the weekend had been a success and, despite the high cost, should be repeated. Usually at least one of the St Gabriel's Trustees had been present and so could give a first-hand report.

In October 2011 an RE Community Weekend was held. This conference was a departure from the previous pattern of CPD weekends as it was designed to bring together some 200 participants from all the various aspects of the RE world to discuss ways forward for the subject. At a time when the educational scene was changing very quickly in ways which were negatively affecting RE, the need for such an occasion was widely recognised. It was made clear that whilst the Programme could provide the context, it was not within the Trust's remit to decide and manage the content. Accordingly the Chair of the RE Council, who had been elected and mandated by the various RE organisations to act as a focus for the various views of the RE world and to negotiate nationally on their behalf, was invited to devise the process and provide a keynote.

The conference certainly highlighted the range of views held within the RE world and the difficulty of reaching agreed ways forward for the subject. One of the participants rather succinctly summed up by saying "If Michael Gove had turned up for the final

session, apart from agreeing to boo him, would we have been able to present him with an agreed and realistic action plan for the future development of RE? I'd like to think we could have done but I have my doubts."

### **3. *Diocesan RE adviser professional support groups* [2003 – 2010]**

In 2003, as a result of strategic changes within the National Society, diocesan RE advisers found that the support they had hitherto enjoyed through two national RE officers and a national centre had been removed. As a result St Gabriel's decided to take a strategic initiative by offering four annual grants of £2,500 each to the RE advisers for the establishment and running of four regional groups to enable them to provide their own inset and professional support. In reviewing the project in 2008, the PPG concluded that it had been 'a major success story'. Although the grants continued until 2011, by then the roles of diocesan advisers had broadened and increasing the responsibility for RE was a shared one with no single adviser having the major responsibility. It was recognized that new ways of supporting would be needed.

### **4. *The Recruitment and Supply of RE Teachers* [1993 – 94]**

This was an early concern of the Programme and in 1993 Brian Gates, being the acknowledged expert in this field, was commissioned to produce a report on the subject which was published by the RE Council and widely disseminated in 1994 under the title *Time for Religious Education and Teachers to Match: a digest of under-provision*. As a direct result of the report an Early Day Motion on the subject was tabled in the Commons and a debate was held in the Lords. The subject was subsequently discussed at the Association of Church College Trusts and in 1996 St Gabriel's and the All Saints Trust agreed to co-fund the start up of a recruitment project.

### **5. *The RE Directory* [1996 onwards]**

The original directory had been published in 1981 and had never been updated. It was agreed that its author Brian Gates would work in partnership with the Programme to produce a second edition and this was published in hard copy in 1996 as a 'first stop' document.

The problem with printed directories is that they are usually at least six months out-of-date even at the point of publication and are also expensive to update and re-publish. Fortunately web publishing was just coming in and so a revised version was web published in autumn 2000 and updated regularly ever since. Usage has been substantial with annual hits at around 1 million, page totals normally between 700,000 and 1million and visit totals between 50,000 – 150,000.

The Welsh National RE Centre at Bangor translated the directory into Welsh, added aspects particularly relevant to the Welsh context and then kept their on-line version up-to-date as a separate and independent website.

### **6. *Web-based Course to improve teachers' subject knowledge of Christianity* [2006]**

In 1997 Colin Alves wrote a paper reviewing the well recognised concern about the inadequacies of many teachers' knowledge about Christianity and the consequences that this has for the quality of their teaching about Christianity. This led eventually to the development of an open learning website on Christian content for RE, which went

live in 2006. The issue was additionally addressed through REonline and later through the Subject Knowledge Booster Course.

### **7. *Clergy and RE in Schools* [1999 onwards]**

It had long been recognised that many clergy were associated in various ways with schools and yet had received little or no explicit training in these areas. Therefore the Programme decided to develop an on-line course through a competitive tendering process to help prepare clergy for work in RE. The materials were completed in 1999 and made available in DVD form and also as a website. It was a resource essentially for mediation by diocesan trainers and theological colleges but it could be used also on an individual basis. Subsequent analysis of usage revealed that it was being used additionally by teachers and others.

An upgraded website was developed in 2001. It was seen as bridging the gap between clergy and the RE teacher. The site looked at technical issues such as how RE worked in schools and the potential experience of clergy in schools. There was also an interactive 'personality' test. In 2006 the site was again updated and video and other illustrative material were added. Although web usage figures were high, there was no systematic assessment of the site.

### **8. *RE in Further Education* [1988 – 89]**

Very rarely did the issue of RE in further education get serious attention in mainstream RE thinking. In 1998 Vanessa Ogden came to Culham on a one year Sir Halley Stewart RE Teacher Fellowship specifically to investigate ways forward for RE in FE. The Programme therefore decided to manage a conference on the theme and this was held at the QCA in Piccadilly in 1999. Addressed by Vanessa Ogden, chaired by Dr Nick Tate, the QCA Chief Executive, and attended by over fifty delegates, the occasion gave a much needed boost to planning and work in this somewhat neglected area.

## **The Association of Church College Trusts**

In 1979 the Church College Trusts agreed to the establishment of the ACCT as a "loosely knit but definable organization to facilitate the continuing exchange of information and to co-operate with other interests." It was to meet twice a year in London and bring together the trust clerks and at least one trustee representative from each of the eleven trusts.

### **1. *Exchange* [1987 onwards]**

In 1987 Exchange was launched as a collaborative initiative of the ACCT. It was to be based at Culham and, managed by Diana Lazenby. Its purpose was to develop a research register and network relating widely to the Church of England's involvement in education.

1987 was also the 150<sup>th</sup> anniversary of the founding of the first Church college and so to celebrate this and to cement the launch of Exchange, a national conference was held at Regent's College London entitled "*The Way Ahead? A consultative conference relating the experience of church schools to government educational policy*". The keynote address was given by Professor Brian Griffiths who was then Head of the Prime Minister's Policy

Unit. Other presentations included those from Priscilla Chadwick, Alistair Burt MP and Tony Smith who was the Chief Inspector of Schools for ILEA. A substantial overview of the conference process and outcomes was written by Brian Kay and is included in the Appendix 1.

A review of Exchange's work in 1994 highlighted 3 aspects:

1. Its internal role within the ACCT advising members on a variety of issues and responding to requests.
2. Passing on advice to students and researchers in relation to work already done.
3. Developing a register of research. The register itself was published in 1997 and widely distributed for free through the REToday mailing. Subsequently it became an on-line register which made it much easier to update and it was eventually incorporated into REonline.

### **2. Policy Study Group [1989 – 1998]**

In 1989 a Policy Study Group was set up to look at possible collaborative initiatives which trusts might consider undertaking through the aegis of the ACCT. At the same time Culham agreed to provide the on-going secretariat for the ACCT.

The main initiatives undertaken were:

- a community education project managed by St Peter's Saltley.
- a distance learning MA in RE and in Church School Studies managed by a consortium from the Church colleges of HE. The trusts had a particular interest in the potential value of the MA for African countries as it could enable students to study an English validated course in their own country.
- a report on the supply and training of specialist RE teachers which led the trusts to establish the RE Teacher Recruitment Initiative [RETRI].
- two trusts collaborated on a research paper on published material about collective worship. This led to three national seminars in 1997 designed to find a way forward for meaningful collective worship especially in secondary schools.
- a national festival of RE which drew heavily on ACCT funding support and its steering group was chaired by Colin Alves.
- sponsorship and encouragement for the creation and on-going development of REonline.
- the RE Teacher Recruitment Initiative which was later retitled TeachRE.
- strong support in principle for a national centre for RE which Culham was planning to develop in St Nicholas Cole Abbey in the City.

### **3. Meetings of trust representatives and trust clerks**

In 1990 the Clerks started to meet as a separate group in the morning of the day of the main ACCT meeting in the afternoon. Financial issues were always high on their agenda. The audited accounts of each trust were collected annually and an analysis grid produced of each trust's income, capital and expenditure by category. Awarding grants has been the main activity of the trusts and therefore policies and procedures relating to grants has always been a major discussion area.

The potential value of sharing application information across the trusts had always been strongly recognized but how best to achieve it had been more difficult to resolve.



In practice the ACCT secretariat at Culham acted as an informal central point for ad hoc sharing whenever possible.

Papers and trust reports were circulated before each meeting and detailed minutes produced of each meeting. In practice not all trusts were represented at each meeting but each trust valued the circulations and minutes as ways of keeping them in touch and most trusts had an ACCT report item on the agenda of each of their meetings. Those attending the meetings always seemed to value the occasions and whenever there was a suggestion that the meetings might be held annually rather than every six months it was always heavily defeated. Whilst running the secretariat did involve Culham in the significant use of staff time, the Culham Trustees always felt it was a positive use of that time and also the other trusts greatly valued and appreciated the coordinating and advisory roles played by the secretariat. In practice much of the work and telephone contacts fell to Culham's Operations Manager – since 2006 Deborah Elwine.

### **Other Culham collaborations**

In the last few years many people in fulltime employment have found it increasingly difficult to obtain time away from their organizations in order to attend local and national meetings and to take on roles in local and national bodies. However the Culham Trustees were always keen to enable an element of Culham's staff time to be used for related external activities. Accordingly at a local level they encouraged John Gay's membership of the Oxford Diocesan Board of Education and its various committees and his related role representing the Diocese on Oxfordshire's Education Committee and on its SACRE.

At a national level, they encouraged him to be a member of the Church of England's RE committee and for seven years to act as its National RE Spokesman. Also for nine years from 2000 he was the Treasurer and also for three years the Company Secretary of the RE Council of England and Wales – roles which also involved Culham providing substantial office support. From 2009 until August 2013 he chaired the Council's PR Committee and was responsible for the management of the three year grant from St Gabriel's. One of the achievements of the PR work was the establishment and management of an All Party Parliamentary Group for RE.

### **Conclusion**

No attempt is being made to reach overall conclusions as to the immediate and longer-term value, impact and implications of the work undertaken by both trusts during their separate lives of over thirty years. This is partly because the author has been directly involved in much of their work and partly because of the issues highlighted in the introduction. Those who have been involved with the trusts and their various projects will have come to their own conclusions anyway and it is hoped that others will be able to use the material in this paper and in the linked documents in ways which are helpful and appropriate.

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