

OUR ROLE & VISION

*Oxford Diocesan
Board of
Education
2019-2022*



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ODBE Vision 2019-2022

“For I know the plans I have for you,’ declares the Lord, ‘plans to prosper you and not to harm you, plans to give you hope and a future.’”

(Jeremiah 29:11)

Introduction

The Oxford Diocesan Board of Education (ODBE) has a key role to play in schools and the wider education landscape at this critical juncture in our nation’s history. Opportunities presented on a local and national scale, mean that ODBE is well placed to make a real difference on a strategic and operational level. The genesis of this document is rooted both in the current context and the vision of how we can best serve our communities.

This document, shared with all stakeholders, shows the planned direction of travel for ODBE in the next three years. Feedback from an accompanying consultative questionnaire will be evaluated and incorporated into the final publication.

The current ODBE strategic plan runs until August 2019 and is set within the diocesan vision centred around being called to be a more Christ-like church through the ‘3 Cs’ of *Contemplative, Compassionate and Courageous*. The ‘Towards a Common Vision’ framework and the ‘Growing Faith’ agenda provide a local and national context. The General Synod is considering a new DBE Measure for the shape and scope of DBEs that was subject to a comprehensive consultation process.

In his speech to the Church of England Foundation for Educational Leadership in February 2019, Damian Hinds outlined a step-change in DfE thinking. The focus on the development of ‘Character and Resilience’ in education marks a significant development. At the same time accountability processes are undergoing significant change with a new Ofsted inspection framework due to be published and a new SIAMS inspection schedule in operation. Whilst the drive towards a greater number of free schools/academies has abated to a degree, the MAT programme continues to expand and there is a significant degree of uncertainty regarding the future and the role of local authorities.

The ODBE has embarked upon a new triennium and has significant priorities already established within church/school relationships and chaplaincy. These are also aligned to the national agenda and will span the duration of the new strategic plan. The strong team of professionals within the the ODBE are committed to serving the needs of schools and their communities.

Context

The Diocese of Oxford is one of the largest single dioceses in England and covers the local authority (LA) areas of Bracknell Forest, Buckinghamshire, Milton Keynes, Oxfordshire, Reading, Slough, West Berkshire, Windsor & Maidenhead, and Wokingham. ODBE serves 283 Church of England (CE) schools: 86 voluntary aided schools; 113 voluntary controlled schools and 84 academies, serving some 60,000 pupils.

The ODBE is directly involved, or has links, with 19 Multi Academy Trusts (MATs) which include a further 50+ community schools, serving an additional 25,000 pupils and 8 stand-alone academies (SATs).

Values

Our values are centred on a commitment to be more 'Christ-like' in everything that we do. We strive to do this through being more Contemplative, Compassionate and Courageous. As ODBE this translates to the following three core values:

- ❖ **Humility** We recognise that to meet the needs of our communities we need to understand them first. Our strength as an organisation comes from recognising that to lead we need to serve.
- ❖ **Counsel** Our unique position as the DBE with the widest reach in the country provides us with the opportunity to shape and guide local and national developments.
- ❖ **Fellowship** ODBE is blessed by the strength and depth of its partnerships. We recognise that for our work to have maximum impact we need to nurture existing engagements and identify opportunities to create and forge new relationships.

Our shared values expressed as '*A Common Vision for the Common Good*' are as follows:

- ❖ **Abundant Living** Enabling schools to be places where children are loved, nurtured and learn to live well. We believe all people should be enabled to fulfil their whole potential, not just professionally and academically, but also creatively, morally and spiritually.
- ❖ **Community** Supporting communities to flourish best when relationships are strong. Schools and the people in them are a vital part of many different communities, all of which can be enriched as they work together.
- ❖ **Inclusivity** Embrace equality of opportunity and a wholly inclusive approach to education. Every person matters.
- ❖ **Empowerment** Create fully functioning communities where each person knows their own value and potential. The job as educators is to enable that potential to flourish; to create a culture where children can be nurtured to be the best they can be. This is best done by empowering each other to contribute the best we have to give.
- ❖ **Service** Stimulate ambition for all schools to be outward-facing communities where all learn to serve others and contribute to the common good.

Vision

Our vision reflects both our commitment to ensuring the best possible education for our children and young people and our moral purpose as a Diocesan Board of Education.

'Serving our communities in a Christ-like way where education enables all to flourish'

Mission

Our mission is the delivery vehicle for the vision and is underpinned by the values that we hold and share. In establishing the three mission strands, reference is also made to the diocesan, national and international agendas and accountability frameworks.

Each strand is broken down into six main elements and will have a reporting line, led by a member of the Strategic Leadership Team, through the relevant ODBE committee to the full board. The Human Resources Panel and Finance Committee will maintain an overarching strategic and operational oversight of the HR and financial commitments/implications of the strategy.

Strand 1: Leadership and Engagement

ODBE Committees – Executive Committee, Finance Committee and HR Panel

SLT Link - Director of Education

- Effective leadership and governance
- Excellent outreach and communications
- Insightful chaplaincy and re-imagined church/school relationships
- Christian distinctiveness and SIAMS
- Clear ODBE brand development
- Effective stakeholder management

Strand 2: Development and Support

ODBE Committees – Development Committee, Finance Committee and HR Panel

SLT Link - Deputy Director of Education – Development and Support

- High quality services for schools and MATs
- Effective human resources and organisational structure
- Agile new schools' places strategy
- Effective safeguarding and standard operating procedures
- Sound financial and resource management
- Supportive development of MAT provision

Strand 3: Quality and Delivery

ODBE Committees – School Effectiveness Committee, Finance Committee and HR Panel

SLT Link - Deputy Director of Education – Quality and Delivery

- Outstanding educational standards and Ofsted outcomes
- Timely schools of concern identification and intervention
- High quality character and resilience education
- Coherent RE, RSHE and collective worship provision
- High quality training provision
- Ensuring best practice becomes common practice