Governor Template for monitoring a school’s Vision and Christian Character

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The recommendation is that this is completed and discussed annually at a Full Governing Body Meeting

For a school in a Multi Academy Trust (MAT) this should be done at Local, Director and Member Level.

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| **School’s Vision** |
| **Key questions – answer in order** | **Explanation** | **Concrete examples** | **Next steps**  |
| 1. What is the school’s vision/ strapline?
 |  |  |  |
| 1. How is it underpinned by Bible teaching?
 |  |  |  |
| 1. What does this bible teaching tell us about the school’s vision?
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| 1. How does the school’s vision reflect the Church of England Vision for Education?
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| 1. How does the vision reflect the school’s Anglican distinctiveness?
 |  |  |  |
| 1. How does the school’s vision challenge our thinking about the curriculum? especially:-
 |  |  |  |
| * RE
 |  |  |  |
| * SMSC
 |  |  |  |
| * Collective Worship
 |  |  |  |
| 1. How does the vision reflect the school’s attitude to teaching and learning?
 |  |  |  |
| 1. How does the school’s vision challenge leaders’ thinking about the care and support of vulnerable pupils including approaches to attendance, behaviour and exclusion?
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| 1. How does the school’s vision challenge leaders’ thinking about:-
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| * Future Leadership
 |  |  |  |
| * Monitoring
 |  |  |  |
| * Management
 |  |  |  |
| * Serving and growing church and community partnerships
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| **Christian Character – How it transforms the lives of pupils** |
| **Key questions – answer in order** | **Explanation** | **Concrete examples** | **Next steps (a few each year)** |
| 1. How do the values link to the school’s vision?
 |  |  |  |
| 1. How are values understood to have a Christian context?
 |  |  |  |
| 1. How are the Christian values of the school evident in enabling children to flourish? Comment on:
 |  |  |  |
| * Achievement
 |  |  |  |
| * Wellbeing
 |  |  |  |
| * Relationships
 |  |  |  |
| * SMSC development
 |  |  |  |
| * Attitudes to diversity and difference
 |  |  |  |
| * Courageous advocacy of equality and social justice
 |  |  |  |