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? |  |  |  |
| 1. How does the school’s vision reflect the Church of England Vision for Education? |  |  |  |
| 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? |  |  |  |
| 1. How does the school’s vision challenge leaders’ thinking about:- |  |  |  |
| * 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 |  |  |  |