

Introduction to Church School Governance



Welcome!

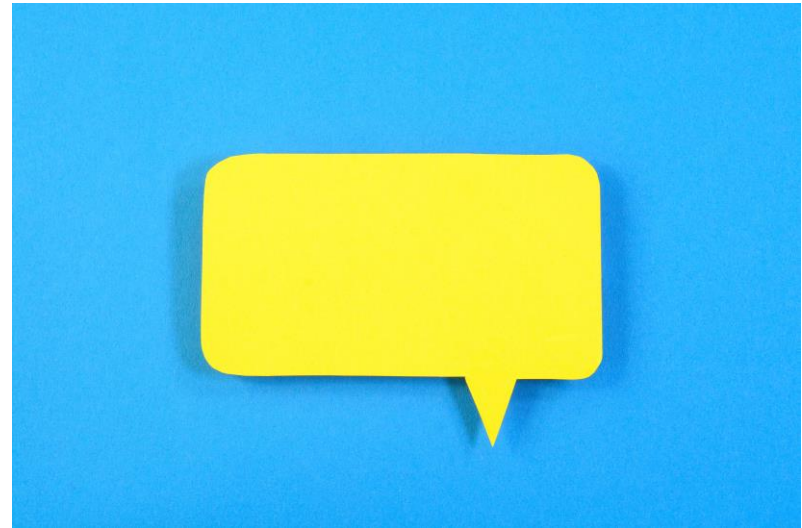
Please add your name and school
below your image

Comment in the chat:

What is the purpose of Governing
Boards?

How do they support the flourishing
of children?

What skills and experience do they
need?



In this session ...

- Welcome
- Why do schools need governors?
- Core functions of governing boards
- What makes Church schools different?
- Church of England Vision for Education
- ‘Theologically rooted Christian vision’
- SIAMS
- Monitoring and Evaluation
- Religious Education
- Collective Worship
- Church-School Partnership
- Governing Board ethos
- Training opportunities
- Further reading

Core Functions and Strategic Focus

Ensuring clarity of vision, ethos and strategic direction

- Clarity of vision and ethos
- Engaging stakeholders
- Meeting statutory duties

Holding the Head Teacher to account for the educational performance of the school and its pupils and the performance management of staff

- Accountability for teaching, achievement, behaviour and safety
- Strengthening school leadership
- Performance managing the head teacher
- Contributing to school self-evaluation

Overseeing the financial performance of the school and ensuring money is well spent

- Solvency and effective financial management
- Use of Pupil Premium and other resources to overcome barriers to learning

Core Functions and Strategic Focus

Governors and trustees set strategy and hold senior leaders to account – they don't get involved in the day-to-day running of the school or trust.



Governing Board

Concentrate on delivering its core strategic functions



Headteacher

Implement the strategic priorities of the governing board through their day-to-day management of the school

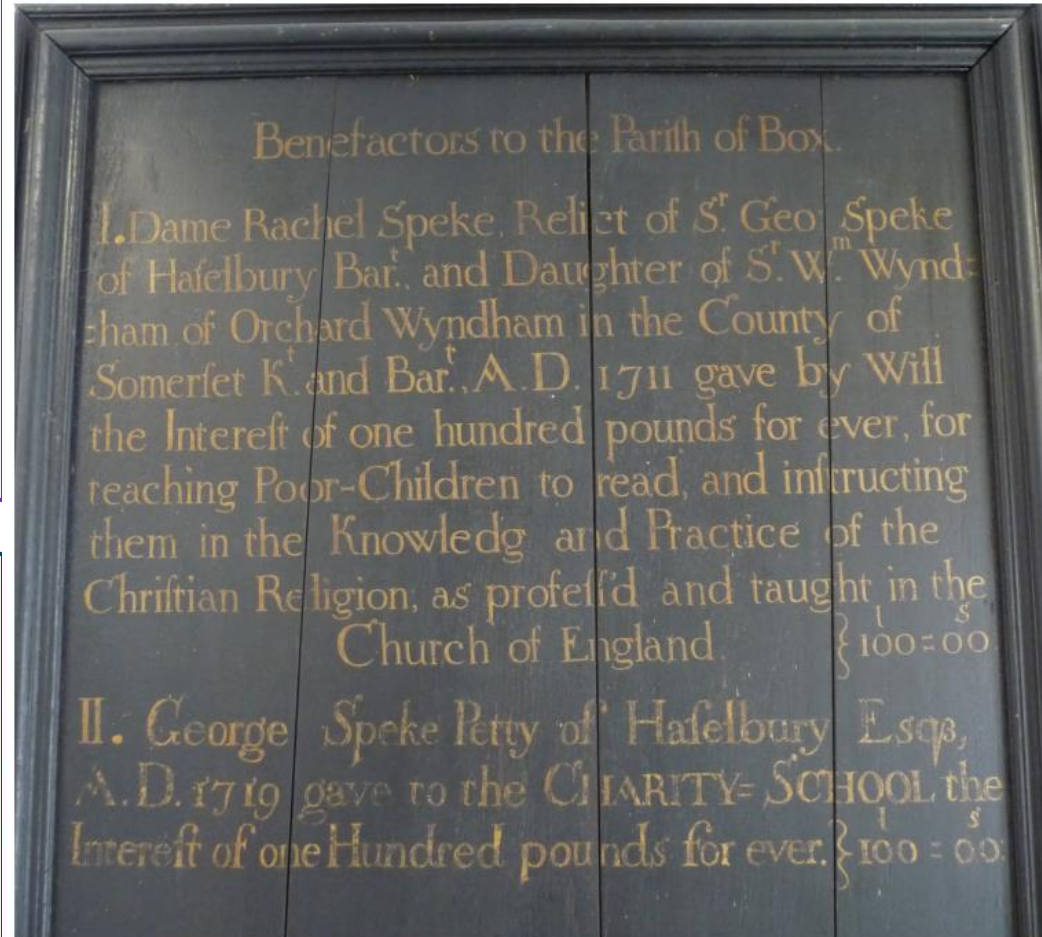
What makes Church schools different?

Articles of Association:

(i) shall include Church of England Academies designated as such which shall be conducted in accordance with the principles, practices and tenets of the Church of England both generally and in particular in relation to arranging for religious education and daily acts of worship'

Ethos Statement:

Recognising its historic foundation, this school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at Parish and Diocesan level.

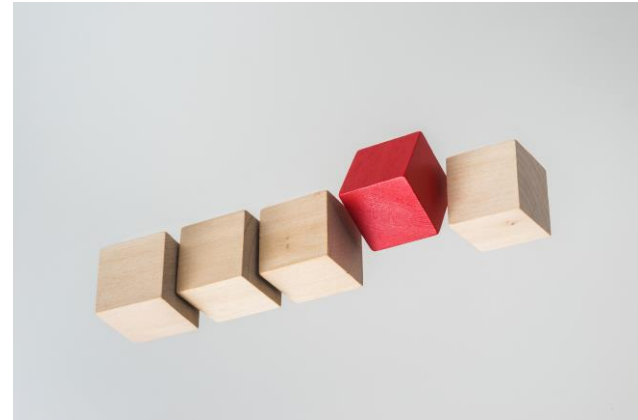


What makes Church schools different?

Offer a spiritual dimension to the lives of young people, within the traditions of the Church of England, in an increasingly secular world

Every child and adult in the school community is made in the image of God, and so is important and valued

The spiritual development of children is as important as their academic, social and physical development



‘Although each church school will be unique, all church schools will share core values based on the Gospel values. Our church schools should therefore be places where loving God and loving our neighbours, is lived out in the daily life of the school.’

Diocese of Chichester

‘Theologically rooted Christian vision’

‘Having a clear vision for life and work helps to answer the big question, ‘why’. For a Church of England or Methodist school, the why is firmly and legally rooted in the school’s foundation, the purpose for which the school was originally built. This may have been formulated over 200 years ago but, without fail, that purpose was to serve the community and to offer an education that is Christian in nature. Such an education promises to nurture and enable growth, shining a light on aspiration, fulfilment, compassion, and inclusion amongst other benefits. It does so with kindness and respect for all, bringing dignity to the human condition; and overwhelmingly it does so with love. Such is a Christian vision for education.’

‘Theologically rooted Christian vision’

More than putting a Bible verse on the wall

Be specific to your context – What does your community most need? Hope? Inspiration? Refuge?

Fully embedded in all aspects of school life

Known and understood by children, pupils and families



'Be a light for all to see.' Matthew 5:16

‘where a Christian vision is in place, where it has a purpose and a provenance that are understood, and where it is enacted through both policy and practice, that vision is transforming lives for the better.’ SIAMS report 2023-24

‘Theologically rooted Christian vision’

In Break out rooms, please discuss the following:

What is your school vision?

How well is it understood by the children? Staff? Parents? How do you know?

How is your vision lived out across your school community?

How do you monitor the impact of the vision?

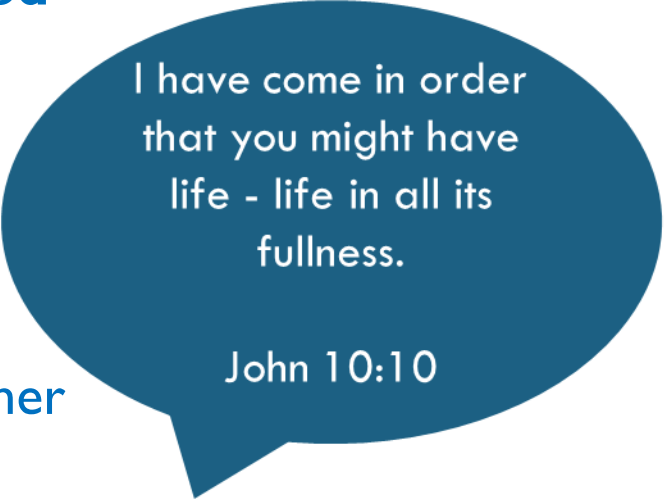


Church of England Vision for Education

‘Deeply Christian, Serving the Common Good’

Four key strands:

- Educating for Wisdom, Knowledge and Skills
- Educating for Hope and Aspiration
- Educating for Community and Living Well Together
- Educating for Dignity and Respect



I have come in order
that you might have
life - life in all its
fullness.

John 10:10

‘The worth of each student impels us to work to fulfil their God-given potential, whatever the religious or other tradition with which they or their family identify, and with special consideration given to those who are disadvantaged.’

C of E Vision for Education

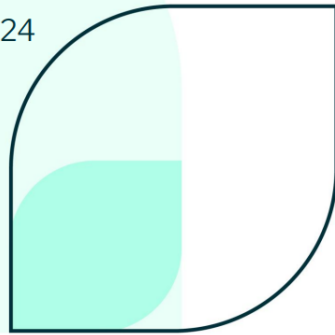
SIAMS



Statutory Inspection of
Anglican and Methodist
Schools

SIAMS Framework

Revised September 2024



- ✓ has 6 inspection questions for all schools
- ✓ has a 7th for VA schools – teaching and learning in RE
- ✓ focuses on impact - asking high level questions, scrutinising written evidence, and observing typical school practice
- ✓ does not expect any specific strategies, materials, resources etc to be used, as long as impact is evident
- ✓ allows an evidence base to be collated collaboratively, before the inspector uses it to reach their judgements

SIAMS

Context Questions:

1. Who are we?

-the specific context of your school, size, leadership structure, local community, pupil make up etc.

2. What are we doing here?

- The theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for religious education and collective worship, and its partnerships

Inspection Questions (IQ):

1. How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

2. How does the curriculum reflect the school's theologically rooted Christian vision?

3. How is collective worship enabling pupils and adults to flourish spiritually?

4. How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

5. How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?

6. Is the religious education curriculum effective?

7. (VA and Foundation schools only) What is the quality of Religious Education in VA and former VA schools, and in former VC schools in which denominational RE is taught?

SIAMS – Judgements not Grades

Judgement 1 (J1):

Through its vision and practice, the school is living up to its foundation as a Church school and is enabling pupils and adults to flourish

Judgement 2 (J2):

The inspection findings indicate that the school has strengths, but that there are also issues that leaders need to address as a matter of priority. These are listed in the areas for development.

The new SIAMS judgements are NOT a pass or fail.

J2 judgements identify areas for development that are of urgency and priority.

Other areas of strength will still be identified.

Would we use the language of 'failure' if a pupil had one key element of their learning that was needing development? Schools are on a similar 'journey of development'

How do we monitor?

Take part in collective
worship

Learning walks

Ask children about
their experiences

Talk to staff and
parents – flourishing
for all

Look at planning

Meet with
RE/collective worship
lead

Formalise/scaffold monitoring

Ethos Committee:

- Could include Foundation governors, clergy, Head
- Invite RE Lead as needed
- Take lead on monitoring and evaluation of RE, collective worship, spirituality, vision etc
- Clear Terms of Reference
- Lead thinking around SIAMS

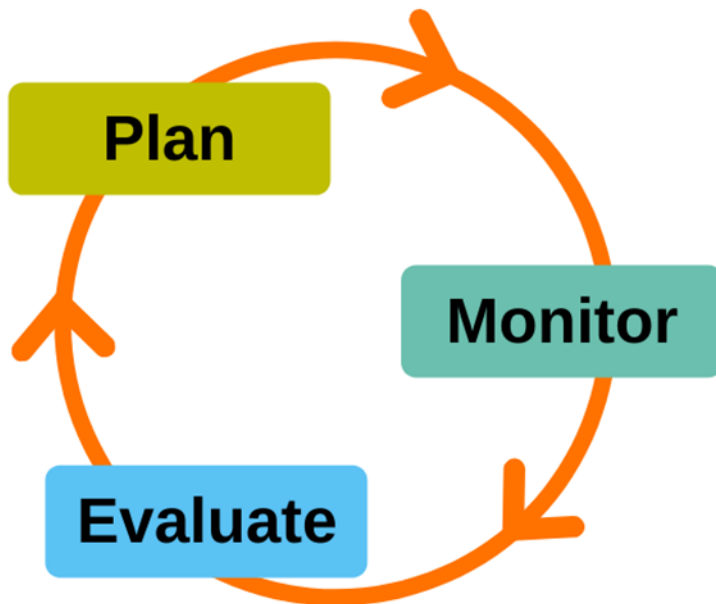
Training:

- Do governors know what high quality collective worship looks like?
- Do they understand their role in setting and maintain vision?
- We can help!

Governor Visits:

- Clear policy, shared with Governors and staff
- Monitoring pro-forma – Sets expectations
- Procedure for sharing with wider Board
- Follow up visits – Monitor impact
- Links to SIAMS SIP and vision

Evaluation – It’s all about impact!



‘Without evaluating the evidence that is gathered through their monitoring activities, governors are not equipped to make effective decisions on next steps because they do not have evidence of the impact of actions.’

SIAMS Annual Report 2023

Monitoring and Evaluation

In break out rooms, please discuss the following:

How effective is your board's approach to monitoring and evaluation?

Share examples of the impact of your board's monitoring and evaluation process – where can you see improvements?



Religious Education

Principal aim

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

- Challenging questions
- Local, national and global contexts
- Agree and disagree respectfully
- Understand, interpret and evaluate texts and sources
- Reflect on their own responses to fundamental questions
- Evaluate sources of wisdom
- Develop ideas, values and identities
- Develop an aptitude for dialogue
- Articulate personal beliefs, ideas and values

Religious Education

RE Statement of Entitlement

Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person

[Find it here](#)



Maintain an oversight of pupil performance in RE in conjunction with the Head and staff



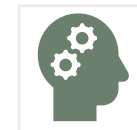
Review national and local developments in RE



Review of the quality of teaching, continuing professional development, induction of new staff and newly qualified teachers



Review staffing of RE and its timetabling



Support the Head and staff in planning for improvement

Collective Worship in a CE School

- Explores Vision and Values – for character development and to support academic progress
- Offers an encounter with the teachings of Jesus and the Trinitarian nature of God .
- Offers the opportunity to all pupils and staff to grow spiritually.
- Offers an appreciation of a variety of styles of Christian worship, Anglican seasons and festivals (Eucharist where appropriate).
- Creates community within the school and with partnership church(churches).
- Pupils can learn skills by leading, planning and evaluating CW.



Church-School Partnership

Enhancing prayer and worship:

- Invitations to the Church
- Prayer spaces in school
- Leading worship in school

Deepening relationships:

- Christmas/Easter trail
- Messy Church

Serving the community:

- Foundation governors
- Social action projects

Sharing resources:

- Invite the school to the Church
- Display work in the Church
- Buy Bibles for leavers

‘The greater the involvement from the church in the school, both in terms of the number of people involved and in terms of frequency of contact, the greater the contribution to the spiritual development of the children.’
Diocese of Guildford



How is your governing board living out the school's vision?

How is this reflected in your agenda?

How were the FGB involved in setting the vision?

How does your vision promote the flourishing of the school governors?

How is this reflected in your interactions with staff and pupils?

Do your governors understand and embrace the vision?

How is the vision reflected in the way you treat one another?

Your Governing Board

In break out rooms, please discuss the following:

How does your governing board live up to your school vision?

How is it reflected in your meetings? Agenda? Minutes?

How are you leading and supporting the SLT in developing strong Church-School partnerships?



Training Opportunities



GOVERNOR package

These courses are free for all **Governors of church schools, MAT Trustee Boards and local board members in Bristol Diocese, and essential for ALL Foundation Governors.**

All course are online and run 6-8pm with plenty of time for discussion and questions.

Session 1: Introduction to Church School Governance

Thursday 19th September 2024

Session 2: Theologically rooted Christian Vision

Wednesday 13th November 2024

Session 3: Collective Worship and spirituality

Thursday January 9th 2025

Session 4: Monitoring and evaluating RE

Wednesday 26th March 2025

Session 5: The Church and School Partnership Award

Thursday 8th May 2025

Session 6: Admissions

Wednesday 18th June 2025

Book: [Governor Training Package Tickets, Multiple Dates](#) | [Eventbrite](#)

Courses will be recorded and posted on our website for further reference.

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and Academy Trusts Advisor

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**All of our training and conferences can be
booked via our [Eventbrite page here](#)**

Further Reading

- [Our Hope for a Flourishing School System](#)
- [Church of England Vision for Education](#)
- [SIAMS information for schools](#)
- [SIAMS Website](#)
- [Church School Partnership Award](#)

