



Programme for Church School Flourishing Phase 1

**Leader for Church School Flourishing
Module 2 – ~~15 March 2022~~ 1 April 2022**



Programme for Church School Flourishing Phase 1

Module 2: Christian Character Focus

- Welcome



Programme for Church School Flourishing Phase 1

Module 2: Christian Character Focus

- Welcome
- Reflection
- Reconnecting
- What is Christian Character?
- Exploring evidence sources to determine the impact of vision?
- Exploring the SIAMS Schedule – what is said and not said
- Planning a flourishing trail
- Following a flourishing trail – sample activities
- Reaching a judgement
- Preparing for Modules 3 and 5
- Close



Programme for Church School Flourishing Phase 1

Module 2: Christian Character Focus

- Reflection

[The Ruthless Elimination of Hurry - The Big Church Read](#) – Session 1 The Problem

LIVING OUT GOD'S TRANSFORMING PRESENCE



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Module 2: Christian Character Focus

- Reflection

[The Ruthless Elimination of Hurry - The Big Church Read](#)

JMC continues with the solutions, he argues that the solution to hurry sickness is not more time but rather to 'slow down and simplify around what really matters.' Created in God's image but from dust, we have both potential and limitation. We generally don't like facing our limitations, but JMC lists the various areas in which we are limited. The main one is time. So, we have to make choices and say no to certain things. In other words, to 'live deliberately'.

What slow down strategies do you have? What slow down rhythms do you seek? How does slowing down school culture enable flourishing?



Programme for Church School Flourishing Phase 1

Module 2: Christian Character Focus

- Reconnecting

Have you applied the 'flourishing lens' to any aspects of school leadership since our first session?

Have you explored further what it is to flourish?

If so, please share how your flourishing lens made a difference to your viewpoint.





Leader for Church School Flourishing – Phase 1

In the Spring of 2022, the programme will begin by drawing together the leaders from each Trust with responsibility for the overall Church School Flourishing. This programme consists of eight half-day sessions between March and May 2022.

Four half-day sessions will focus on developing the knowledge and skills required to lead Christian Character. Three sessions will focus on the wider role of the Leader for Church School Flourishing with 1 self-study session devoted to further knowledge through recommended reading.

The pilot, with a small group of leaders, will utilise current SDBE thinking, recent research in church school flourishing and national developments to equip Trust Leaders for Church School Flourishing.

Intended outcomes

- Confidence in enabling and determining how effectively the Christian vision of the church schools within the Trust are sustaining spiritual capital and flourishing pupils and adults.
- Preparing the LCSF to work with other strategic leaders within the Trust to determine the extent and quality of Church School Flourishing.



LIVING OUT GOD'S TRANSFORMING PRESENCE



LIVING OUT GOD'S TRANSFORMING PRESENCE LCSF Learning Modules



Module 1 - LCSF Focus

Virtual briefing (3Hrs)

How effectively does the Christian vision of the church school sustain flourishing pupils, adults and spiritual capital? And how does this contribute towards the spiritual capital of the Trust? Clarifying how wide the LCSF role is and effective working partnerships to get a full picture of school and trust flourishing; knowledge greater than SIAMS is required; embracing Governance, RIR of staff and RE/CW.



Module 2 - CC Focus

In person training (3Hrs)

How effectively does the Christian vision of the church school sustain flourishing pupils, adults and spiritual capital? This session will focus on answering this key question? What is effective practice, recognizing the context of the school? How to find the evidence and to determine how far the vision goes? Does it transform, sustain and give life whilst the addressing language of excellence. What does SIAMS deems as ineffective?



Module 3 - LCSF and CC in the visit

Shadow PSA visit - with MC/NC/SC (3Hrs)

Shadow the visit and write a statement of effectiveness using the evidence gleaned by the SIA. Linking language and outcomes to the key question – 'How effectively does the Christian vision of the church school sustain flourishing pupils, adults and spiritual capital?'



Module 4 - Bringing together CC and LCSF

Virtual training (3Hrs)

A session of collaborative reflection, reviewing the PSA visit and how the visit enabled the SIA and LCSF to determine how effectively the Christian vision of the visited church school sustained flourishing pupils, adults and spiritual capital? Effective use of stakeholder voice (pupil, staff, gov, community) to qualify/explore impact statements.



Module 5 - Taking on the role

Independent PSA (3Hrs)

Visit to a school within own trust. Running the visit independently, holding dialogue and reviewing evidence – still a PSA visit directed by the school but lead by the LCSF with the added expectation of a statement of effectiveness in line with new role



Module 6 - Extending the knowledge

Virtual training (3Hrs)

Widening the focus to include the other aspects of church school flourishing, strategic trust leaders of: Governance, Recruitment and RE/CW. Exploring CCC and EEO. Making links to the work of Chubs. How to draw evidence from three other strategic leads to gain a holistic view of flourishing church schools both individually and as a trust and the impact this intent has on the spiritual capital of the trust. CSF RAG Rating system development.



Module 7 –Evaluation

Review meeting and evaluation (3Hrs)

Meeting as a cohort to review the training, preparation and visit outcomes.

Setting up and transitioning to the professional networks of LCSF. Setting up action trust strategy and action plans.

Preparing first network themes (the ongoing curriculum of LCSF): spiritual leadership and spiritual capital; CYP Voice; Diversity, Equity and Equality; SIAMS Strands 2-5; Auditing Spiritual Capital; Developing others, etc.



Module 8 – Ongoing reading: SIAMS Schedule; Vision for Education; RE Statement of Entitlement; Collective Worship Guidance; Interpretations of spiritual development in the classroom; SDBE Guidance for PSA visits; SDBE guidance papers and links to readings including a focus on Spiritual Capital, Spiritual Leadership and Spiritual Development; Faith in the Nexus Flourishing Schools resources.





Programme intended outcome: Confidence in enabling and determining how effectively the Christian vision of the church schools within the Trust are sustaining spiritual capital and flourishing pupils and adults.

Module 2 – In person - 3 Hrs – Christian Character Focus

Module 2 - Christian Character Focus



- What is Christian Character?
- Exploring evidence sources to determine the impact of vision?
- Exploring the SIAMS Schedule – what is said and not said
- Planning a flourishing trail
- Following a flourishing trail – sample activities
- Reaching a judgement
- Catching up with Module 8 and extending the reading

Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



Module 2.1 - What is Christian Character?

Module 2 - What is Christian Character?

- History of Christian Character
- Distinguishing Christian Character – understanding the role
- Linking Christian Character and SIAMS



Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



Module 2.1 - What is Christian Character?

Module 2 - What is Christian Character?

- **History of Christian Character**



Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.

History of Christian Character

In 1811 National Society was founded with the ambitious aim of building a nationwide system of schools for the poor. The Society was established to raise money to give grants for school buildings and to train teachers. These schools were to teach basic skills and to provide for the moral and spiritual welfare of the children, by teaching them the 'National Religion' - Christianity as represented by the Church of England and Wales.

Later in the 19th Century the National confirmed the ambition, stating how children are to be instructed in the Holy Scriptures, and in the Liturgy and Catechism of the Established Church. This ambition was established through Trust Deeds – the Anglican Foundation of the school – the religious character of the school.

The 1944 Education Act created two categories of voluntary schools differentiated by the degree of LA control. The Church however fought every step of the way to retain control of its schools, not just for the sake of retaining power, but so that the religious character of the schools was secured and maintained.

History of Christian Character

The Church School of the Future Review in 2012, made recommendations, including as a basic requirement for any school within the Church of England family:

- Formal designation as a school/academy of religious character
- An appropriate ethos statement incorporated into governance documents indicating accountability to the Church of England in its local representation

The SIAS inspection framework 2005 to 2017 identified the focus of Christian Character, one of 4 key inspection questions was 'How well does the school, through its distinctive Christian character, meet the needs of all learners?' With additional questions including; how well do the school's Christian values have an impact on all learners and enable them to flourish as individuals? How well does the Christian character of the school prepare learners to become responsible citizens?

In 2016, the National Society became the Church of England Education Office, a vision was launched and a new SIAMS framework introduced in 2018. Although, not identified it is clear how the legacy of Christian character exists within this schedule through the term 'vision'.



Module 2.1 - What is Christian Character?

Module 2 - What is Christian Character?



- **Distinguishing Christian Character – understanding the role**
- Christian Character is the reason for the school existing, it is the Anglican foundation, it has history and adds purpose.
- It is more than vision and SIAMS - it is ethos and mission – it could be described as ‘a wholehearted commitment to putting faith and spiritual development at the heart of the curriculum and ensuring that a Christian ethos permeates the whole educational experience.’ It is stewardship of the Anglican/Christian heritage of the school
- However, SIAMS can identify the effectiveness of the school’s distinctively Christian vision and its underpinning.
- Consequently, we can develop this type of enquiry: *is the school, through leaders and governors, showing stewardship for its Anglican foundation? Honouring its Christian Character?*

Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



Module 2.1 - What is Christian Character?

Module 2 - What is Christian Character?



- **Linking Christian Character and SIAMS**

- The previous framework, SIAS, was written to inspect and determine how well the school, through its distinctive Christian character, meet the needs of all learners?
- The current SIAMS schedule, was written, to inspect and determine how well the school, through its distinctively Christian vision, flourishes adults and pupils.
- The two are linked, SIAMS builds on the history and legacy of Christian Character.

Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.

IN THIS STRAND THE FOLLOWING MUST BE EXPLORED:

- How well the school has developed and implemented an inclusive and distinctive Christian **vision**, monitoring its impact to ensure the school's original foundation is maintained.
- How well the school lives out that Christian **vision** in relationships and partnerships with key stakeholders.

In developing **vision** and leadership in a Church school, the school must evaluate:

- a) To what extent is the school's **vision** and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education?
- b) To what extent does the school's Christian **vision** shape school policies, actions, and Church school development plans? How is priority given to collective worship and to religious education (RE)?

- c) How well do leaders ensure that the school's formal partnerships are supported, sustained, and informed by the school's Christian **vision** and associated values? This includes how well school leaders work with the local diocese/circuit and churches.
- d) How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice?
- e) How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?

Would replacing the word vision with character change the context of SIAMS?



Module 2.2 - Exploring evidence sources to determine the impact of vision

Module 2 - Exploring evidence sources to determine the impact of vision



- Gathering a background to the vision
- Seeking flourishing before you arrive
- Seeking flourishing through conversations
- Seeking flourishing through physical evidence – books, journals etc.
- Seeking flourishing by walking and observing

Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



Module 2.2 - Exploring evidence sources to determine the impact of vision

Module 2 - Exploring evidence sources to determine the impact of vision

- **Before you arrive**



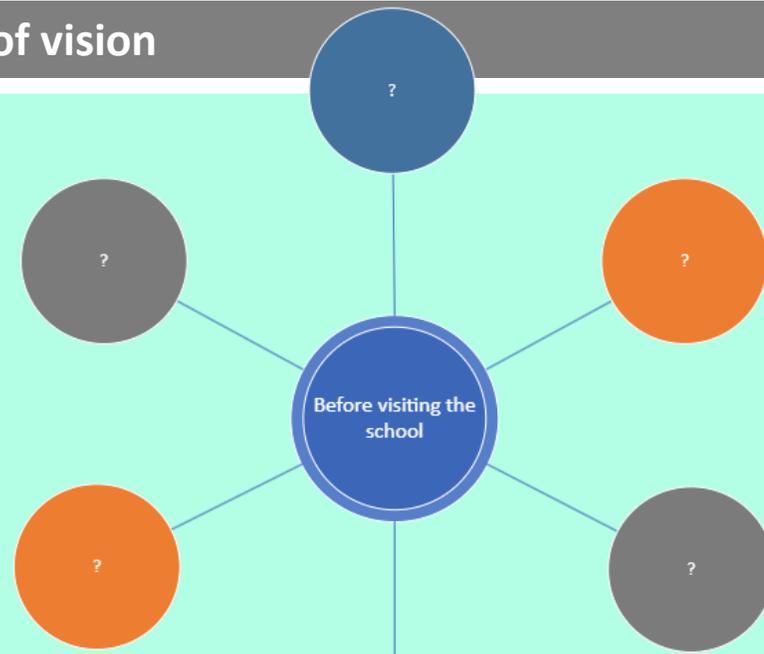
Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



Module 2.2 - Exploring evidence sources to determine the impact of vision

Module 2 - Exploring evidence sources to determine the impact of vision

- Gathering a background to the vision
- Seeking flourishing before you arrive
- Where might you start?

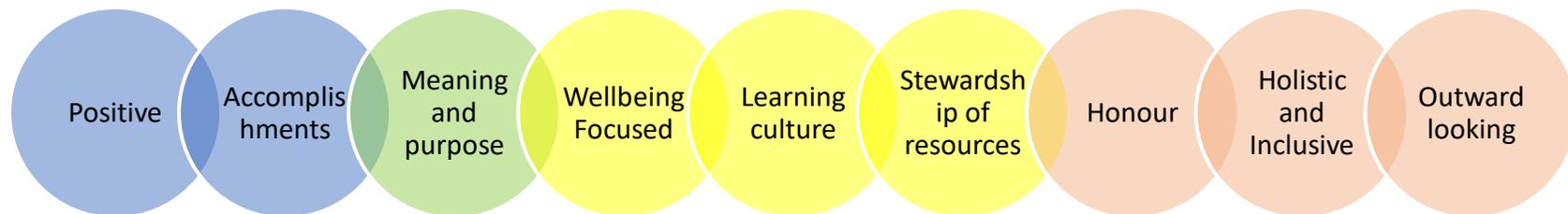


Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



Using the website to determine:

- how distinctively Christian the vision is
- the scope and potential the vision and values hold for driving flourishing
- the Anglican foundation/Christian Character of the school
- the extent to which the whole child is celebrated and being flourished
- if the vision leads to action and is embedded in policy and strategy
- the extent to which adults might be flourishing

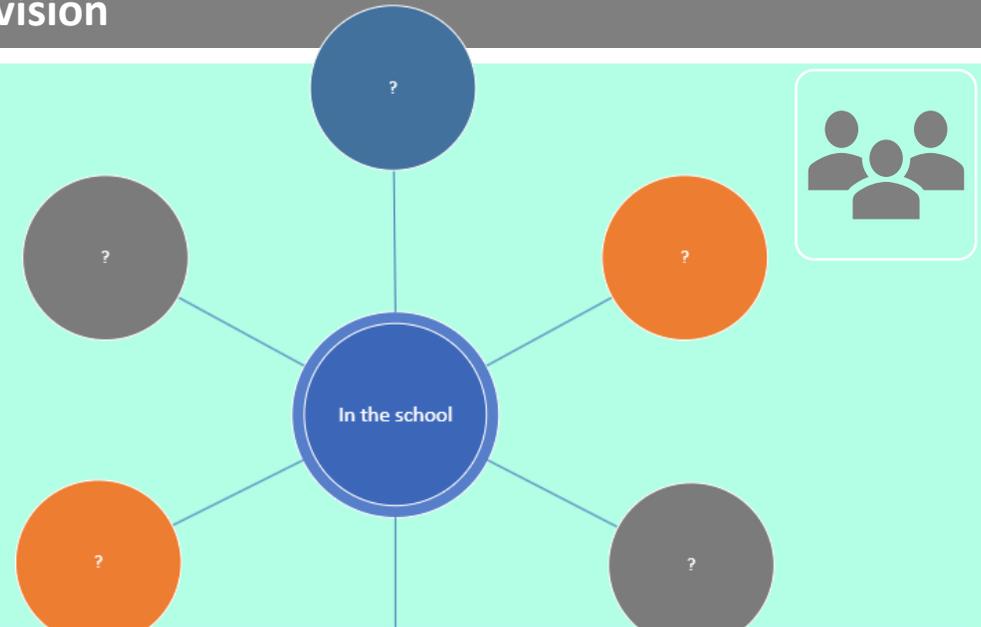




Module 2.2 - Exploring evidence sources to determine the impact of vision

Module 2 - Exploring evidence sources to determine the impact of vision

- Now you are in the school, where do you go and what do you do?

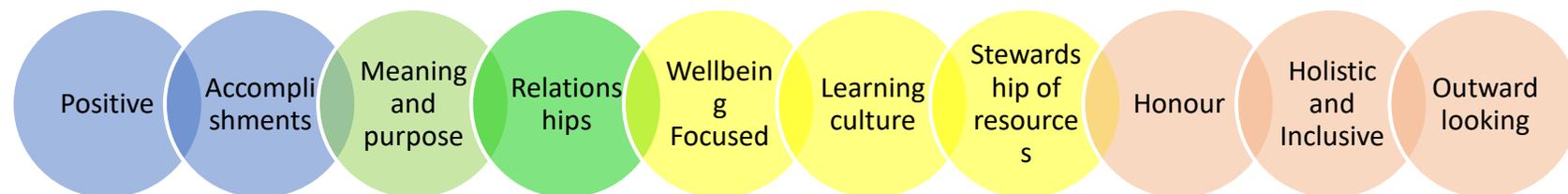


Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



In the school, talking, walking and being to determine:

- The articulation of the vision and values
- The living out of the vision, values and policy
- The culture of learning, inclusion, wellbeing
- The holistic viewpoint and its importance
- The importance and value given to community
- The impact of RE and CW on learning and spiritual development
- Progress – being the best they can be
- The opportunity for aspiration
- The quality of relationships
- The culture of care, compassion, respect and applying this inwardly and outwardly
- The value placed on pupils and their voice





Module 2.3 - Exploring the SIAMS Schedule

Module 2 - Exploring the SIAMS Schedule



- The SIAMS schedule is a hugely relevant document to determining flourishing due to the inspection question ‘How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?’
- The link to flourishing is strengthened through the inclusion of text before the good descriptors – ‘In a Good Church school that enables pupils and adults to flourish...’
- Part of your role will be to offer SIAMS guidance and support, this will be continually topped up through the LCSF Networks – with SDBE support on demand. The expectation is you know how to use the schedule to facilitate school preparation.

Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.

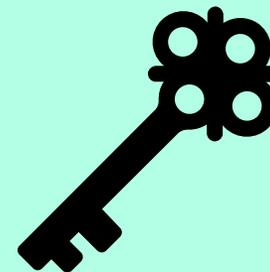


Module 2.3 - Exploring the SIAMS Schedule

Module 2 - Exploring the SIAMS Schedule



- Knowing that the SIAMS schedule describes a good church school is the key
- This involves:
 - Supporting schools evaluate themselves using these good descriptors
 - Bringing attention to the questions within each page
 - Relating back to impact of the vision
 - Writing impact statements that are measured - quantitative and qualitative
 - Knowing key themes of each strand



Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.





LCSF Module 2



Break





Module 2.3 - Exploring the SIAMS Schedule

Module 2 - Exploring the SIAMS Schedule



- SIAMS what is definite
- Good and ineffective are quite clearly described – these are as definite a measure as we have available
- Start at page 21
- Exploring pages 6-15

Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



Module 2.3 - Exploring the SIAMS Schedule

Module 2 - Exploring the SIAMS Schedule



- Exploring the subjective
- Requires improvement and excellence are open to subjectivity and need careful consideration when supporting schools
- Starting with excellence
 - Page 18 excellence summarised – exploring pages 19 and 20

Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



Module 2.3 - Exploring the SIAMS Schedule

Module 2 - Exploring the SIAMS Schedule



- Exploring the subjective
- Requires improvement
 - If the school's vision and leadership appear to fall short of this, an inspector may judge the school to require improvement or to be ineffective.
 - If the impact of the school's vision on pupils' wisdom, knowledge, and skills appears to fall short of this, an inspector may judge the school to require improvement or to be ineffective.
 - If the impact of the school's vision on attitudes and approaches to hope and aspiration appears to fall short of this, an inspector may judge the school to require improvement or to be ineffective...

Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.

Please remember you are not inspecting but supporting the school prepare for their SIAMS inspection, you will be evaluating what you see and guiding the school in their self-evaluation and next steps. The starting point is good, we start there...

Ineffective as a Church School

Check page 21, do more than more than one of the following criteria apply?

If yes, consider ineffective.

If the criteria do not apply, consider requires improvement as an outcome

Requires Improvement

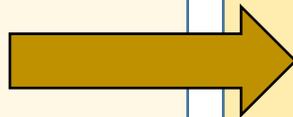
Good

There is a demonstrable culture of aspiring to be the best you can be: the person God created you to be. Pupils say how the school's Christian vision and associated values help them to make positive choices about how they live, learn, approach difficult circumstances, and behave. Leaders ensure that there are opportunities across the school curriculum to explore many 'big questions' about life and to discuss and develop pupils' understanding of disadvantage, deprivation and the exploitation of the natural world. Leaders demonstrate how spending decisions (where possible), fundraising, charity partnerships and social action projects reflect the school's Christian vision. A demonstrable feature of the school is the way in which it encourages its pupils to think about wider global society, as appropriate to context. Pupils talk about ways to challenge injustice and inequality and take advantage of curricular and extra-curricular activities to engage in social action projects. This goes beyond a sense of compassion to a concern for justice.

Excellence

Does the deeply Christian vision drive thought and discussion? If so, does this lead to innovative, exemplary and courageous action? (Acknowledging the school context). And does this, in turn result in life-changing and life-lasting transformational impact.

If so, consider recognising the excellence you have seen.



And there is still more





Module 2.3 - Exploring the SIAMS Schedule

Module 2 - Exploring the SIAMS Schedule



- Exploring the strands and the role of vision
- Vision is mentioned in all strands of the SIAMS schedule, it has greater weighting in Strand 1 for obvious reasons, however surprisingly vision is not mentioned in the good descriptors in two strands.

Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.

From which strands do these vision descriptors come and which strands does not have descriptors mentioning vision?

There is a demonstrable culture of aspiring to be the best you can be: the person God created you to be. Pupils say how the school's Christian vision and associated values help them to make positive choices about how they live, learn, approach difficult circumstances, and behave.

School leaders and teachers explain how the Christian vision underpins curriculum decisions and ways in which learning is fostered, and they illustrate the positive impact that these decisions have on children and young people's learning and development.

When conflicts do arise, these are dealt with in a way that reflects the articulated Christian vision and associated values of the school.

The school offers age appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships.

Leaders ensure that worship celebrates difference and encourages respect and dignity. It raises aspirations. Worship engages creatively with the school's Christian vision and associated values showing respect for and giving dignity to all wherever they may be on their spiritual journey.



Module 2.3 - Exploring the SIAMS Schedule

Module 2 - Exploring the SIAMS Schedule

- Reflecting on the vision activity, what role would you expect to see vision playing in RE and CW?
- Would you have a vision related flourishing descriptor in RE and CW?



Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



Module 2.3 - Exploring the SIAMS Schedule

Module 2 - Exploring the SIAMS Schedule



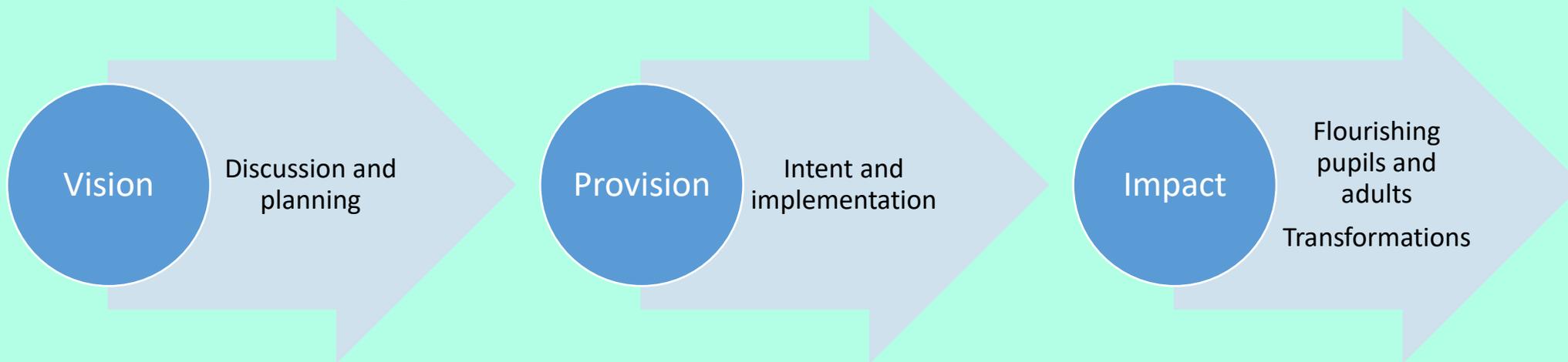
- Does the SIAMS framework offer guidance in determining church school flourishing?
- Now review, what you hope to find before and during a school visit. What evidence of flourishing do you hope to find?
- What did we consider in Module 1.6? Reviewing and extending our descriptors

Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



Module 2.4 - Planning a flourishing trail

Module 2 - Planning a flourishing trail



Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



Module 2.5 - Following a flourishing trail

Module 2 - Following a flourishing trail

- Example activities



Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



Module 2.6 - Reaching a judgement

Module 2 - Reaching a judgement



- What does the evidence tell you about flourishing?
- How effectively does the Christian vision of the church school sustain flourishing pupils, adults and spiritual capital?

Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.



Module 2.6 - Reaching a judgement

Module 2 - Reaching a judgement



- How will you record this? RAG rating? Scale score? Effective/ineffective?
- How will you explain what you have found? Observations, strengths, actions?
- Will you share the same detail with the school as you do with the Trust leaders?
- What might Trust level judgements look like?

Module 2 - Intended outcomes: Recognising the ongoing importance of Christian Character; a working knowledge of the SIAMS framework; confidence in identifying vision-based flourishing; confidence in evidencing holistic flourishing; understanding how to follow a flourishing trail.





Module 2.7 - Catching up with Module 8 and extending the reading

Module 2 - Preparing for Modules 3 and 5





Module 2.7 - Catching up with Module 8 and extending the reading

Module 2 - Catching up with Module 8 and extending the reading

- SIAMS Schedule;
- Vision for Education;
- RE Statement of Entitlement;
- Collective Worship Guidance;
- Interpretations of spiritual development in the classroom;
- SDBE Guidance for PSA visits;
- SDBE guidance papers and links to readings including a focus on Spiritual Capital,
- Spiritual Leadership and Spiritual Development;
- Faith in the Nexus Flourishing Schools resource
- Extending the reading
 - Flourishing Together – Swaner and Wolfe
 - ?





Module 3 - Dates for PSA visits

Module 3 – Dates...



<https://salisburyanglicanorg.sharepoint.com/:x:/r/sites/CPD/Church%20School%20Flourishing/LCSF%20Phase%201%20March%202022%20Cohort/Module%203%20shadow%20school%20visit.xlsx?d=w2a4e183a5da64e3aa8595da6d0967457&csf=1&web=1&e=SVnrPn>

Leaders ensure that worship celebrates difference and encourages respect and dignity. It raises aspirations. Worship engages creatively with the school's Christian vision and associated values showing respect for and giving dignity to all wherever they may be on their spiritual journey.

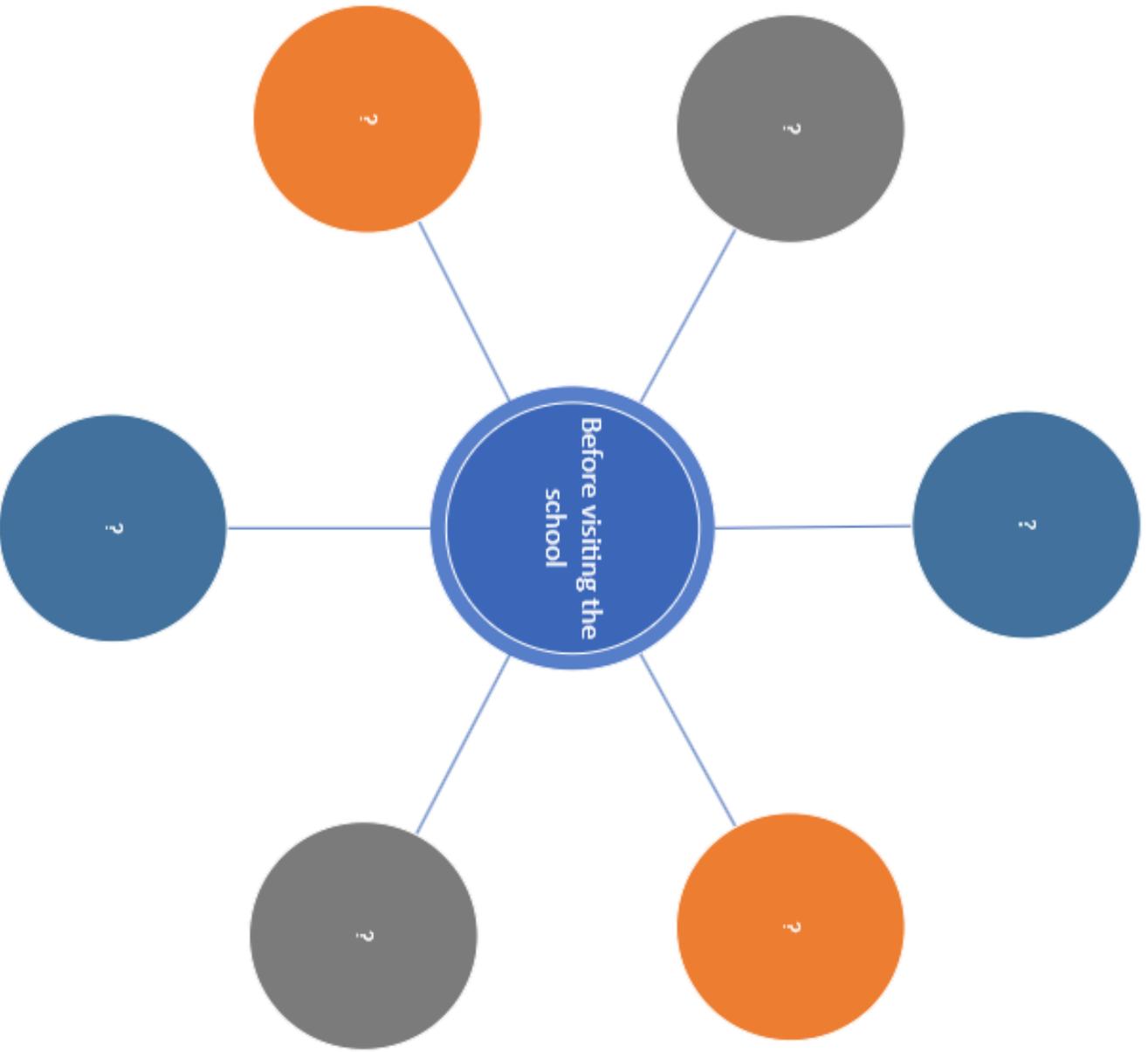
School leaders and teachers explain how the Christian vision underpins curriculum decisions and ways in which learning is fostered, and they illustrate the positive impact that these decisions have on children and young people's learning and development.

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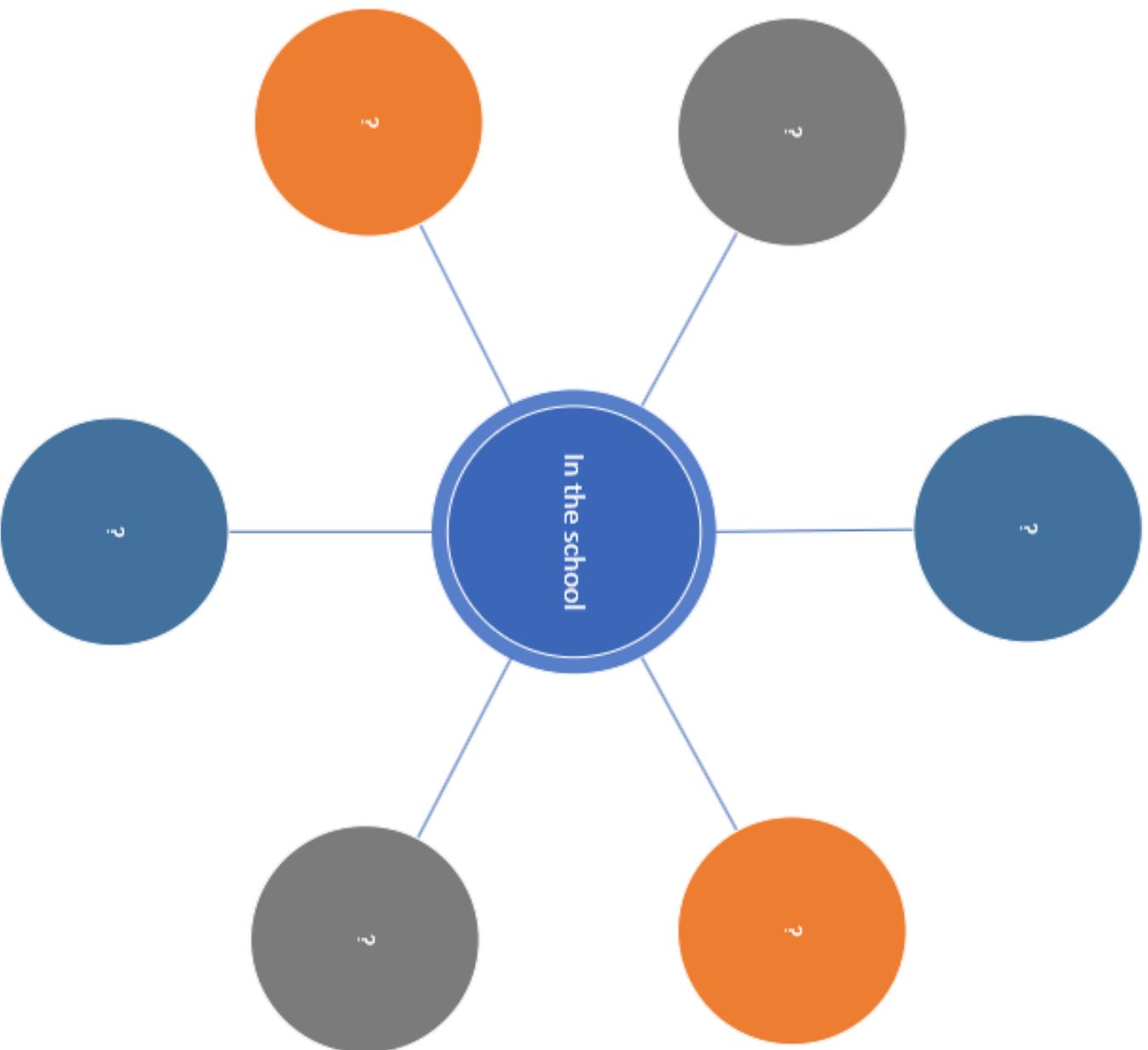
When conflicts do arise, these are dealt with in a way that reflects the articulated Christian vision and associated values of the school.

The school offers age appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships.

EXPLORING EVIDENCE SOURCES TO DETERMINE THE IMPACT OF VISION



EXPLORING EVIDENCE SOURCES TO DETERMINE THE IMPACT OF VISION



Vision

Discussion and planning – what does the vision suggest?

Provision

Intent and implementation – what flourishing do you hope to see?

Impact

Flourishing pupils and adults – what have you seen? How does this support a judgement?