A purple key with a cross and a cross on it

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**DGAT local governor questions for monitoring the school’s distinctive Christian vision.**

This template provides a bank of model questions any local governor may ask various members of staff to maintain oversight and monitor the implementation and impact of the school’s distinctive Christian vision. The questions are laid out in table format, allowing space for the governor to make comments.

This template will help to enable governors to ensure that they are fulfilling the local governing board’s responsibilities by monitoring the school’s distinctive Christian vision effectively. It is not intended that these questions are asked during one meeting or conversation but instead provide a toolkit for local governors to continually maintain focus and oversight on the school’s distinctive Christian vision. Links have been provided to direct local governors to key documents to support monitoring and further their knowledge and understanding.

The DGAT vision is rooted in our Christian Foundation that all in our fmaily should ‘experience life in all its fullness’.

(John 10:10)

Our vision is o enable all to flourish

The school’s distinctive Christian vision is…

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| **Key questions** | |
| **Question** | **Comments and evidence** |
| How does the school share and connect with the DGAT Christian vision? <https://www.dgat.org.uk/vision-and-core-principles> |  |
| What impact does the DGAT Christian vision have on the school to enable its pupils, staff and community to flourish? |  |
| What is the school’s distinctive Christian vision and how was this vision decided upon? |  |
| How does the school’s distinctive Christian vision reflect the school’s unique context and community? |  |
| What impact does the school’s distinctive Christian vision have on the school to enable its pupils, staff and community to flourish, including those who are vulnerable and disadvantaged? |  |
| How does the school’s distinctive Christian vision ensure the school is inclusive and welcoming to children, families and staff of Christian faith, no faith or of other faiths? |  |
| How is the school’s distinctive Christian vision expressed throughout the curriculum and curriculum planning? |  |
| How is the school’s distinctive Christian vision expressed throughout the wider extended curriculum enabling opportunity and enrichment for all children? |  |
| How does the school live its distinctive Christian vision to ensure children understand justice and themselves as courageous advocates and agents of change? |  |
| How do leaders, including local governors, express and live the school’s distinctive Christian vision through strategic discussions and decision-making? |  |
| How is the theological and Biblical roots of the school’s distinctive Christian vision understood by local governors, leaders, staff and children? |  |
| How is the school’s distinctive Christian vision inclusively shared with children and adults in the community (including parents and stakeholders). |  |
| Is the Christian basis/theology behind the value always made apparent? How do local governors know this? |  |
| Is the school’s distinctive Christian vision an inherent part of school provision and lived not laminated? How is this demonstrated? |  |
| How is the school’s distinctive Christian vision and associated values displayed in the school? Can the children explain the displays to local governors? Is the explanation a general one or does it show an understanding of the Christian teaching behind it? Are the children able to relate these values to their own lives and do they see their personal relevance? |  |
| Is there space in the curriculum for children to reflect on ideas and theories (e.g. enquiry based RE, [Philosophy for Children](https://p4c.com/))? How is reflection celebrated and encouraged in your school? How are the children, and adults, encouraged to be creative, both in thinking and doing? |  |
| How do the displays and resources around the school encourage children and adults to engage with BIG Questions, life choices, or Christian ideas and teaching? Are these resources interactive and if so, are they used? Do they link with the school’s distinctive Christian vision? |  |
| Is there a space for reflection such as a quiet garden or area? What can the children tell you about this space? |  |
| Does the school’s language of spirituality reflect  [Diocese of Gloucester’s language of spirituality?](https://gloucester.anglican.org/wp-content/uploads/2021/08/Diocese-of-Gloucester-Our-Language-of-Spirituality-leaflet.pdf) E.g, WOWs, OWS and NOWS  <https://gloucester.anglican.org/schools/siams/spirituality/> |  |
| Does the local governing board use the school’s language of spirituality in its decision making and work? |  |
| How does the school live its distinctive Christian vision through external partnerships, including with the Church, Parish and [Diocesan Education Team?](https://gloucester.anglican.org/schools/) |  |

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| **Additional questions** | **Comments/evidence** |
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