

Programme for Church School Flourishing

**Leader For Church School Flourishing Workbook**

**LCSF Module 1 – The LCSF**

Module 8 – Ongoing reading

**Intended outcomes:**

* A working knowledge of the LCSF role;
* Confidence in the role vision plays to enable and sustain flourishing;
* Confidence in exploring measures of vision and flourishing;
* Confidence in determining flourishing in one school;
* Planning actions to enable a Trust wide perspective.

**Key questions to be answered:**

1. What is the LSCF role?
2. How can a vision be distinctively Christian? What’s on your checklist?
3. What is flourishing? Context matters, what for you is flourishing? Where might you see it?
4. What is spiritual capital?
5. Explain and give ways that in which vision, flourishing and spiritual capital be explored and measured?
6. Set out your grade descriptors for determining the effectiveness of a Christian vision in enabling flourishing?
7. How can the LCSF gain a Trust wide perspective of holistic school flourishing?

**Please use the pages below to answer these questions.**

1. What is the LSCF role?

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1. How can a vision be distinctively Christian? What’s on your checklist?

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1. What is flourishing? Context matters, what for you is flourishing? Where might you see it?

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1. What is spiritual capital?

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1. Explain and give ways that in which vision, flourishing and spiritual capital be explored and measured?

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1. Set out your grade descriptors for determining the effectiveness of a Christian vision in enabling flourishing?

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1. How can the LCSF gain a Trust wide perspective of holistic school flourishing?

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Assessors’ comments:

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**LCSF Module 2 – Christian Character Focus**

**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.

**Key questions to be answered:**

1. What is the SIAMS and Christian Character connection?
2. How might you find evidence of flourishing in a church school before visiting the school?
3. Pick a SIAMS strands and list some examples of what you might see or hear that would evidence flourishing adults and children.
4. Record an example of a flourishing trail that you might follow during a school visit
5. Record a reflection, noting who you found following a flourishing trail
6. What would be your preferred way of judging how effective the Christian vision of the church school sustains flourishing pupils, adults and spiritual capital?

**Follow-up Task:**

Use the evidence explored in the sample flourishing trails as the basis for a judgement statement.

**Please use the pages below to answer these questions.**

1. What is the SIAMS and Christian Character connection?

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1. How might you find evidence of flourishing in a church school before visiting the school?

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1. Pick a SIAMS strands and list some examples of what you might see or hear that would evidence flourishing adults and children.

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1. Record an example of a flourishing trail that you might follow during a school visit.

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1. Record a reflection, noting who you found following a flourishing trail

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1. What would be your preferred way of judging how effective the Christian vision of the church school sustains flourishing pupils, adults and spiritual capital?

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**Follow-up Task:**

Use the evidence explored in the sample flourishing trails as the basis for a judgement statement.

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**LCSF Module 3 – LCSF and CC in the visit**

**Intended outcomes:**

* Experience a PSA visit;
* Confidence in gathering evidence of church school flourishing
* Linking learnt CSF language to outcomes, both seen and heard
* Recognising how to celebrate, support and develop church school flourishing
* Reflecting on the nature of visits you might offer and conduct for your trust to determine the flourishing of the church school

**Key questions to be answered:**

1. What was the focus of the PSA visit?
2. What was the evidence explored and what did it suggest?
3. Is this collaborative way effective in determining the flourishing of a church school?
4. How might you conduct a visit to determine church school flourishing?
5. How would your chosen approach to determining church school flourishing enable collaboration whilst celebrating, supporting and developing Christian distinctiveness of the church school?

**Follow-up Task:**

How would you determine the effectiveness of church school flourishing in the school you visited? Keep it short, balanced and factual – reporting what you say and heard. Try to use your own developed language of flourishing from vision to provision to impact rather than following the SIAMs strands; although the good descriptors are a useful starting point.

**Please use the pages below to answer these questions.**

1. What was the focus of the PSA visit?

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1. What was the evidence explored and what did it suggest?

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1. Is this collaborative way effective in determining the flourishing of a church school?

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1. How might you conduct a visit to determine church school flourishing?

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1. How would your chosen approach to determining church school flourishing enable collaboration whilst celebrating, supporting and developing Christian distinctiveness of the church school?

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**Follow-up Task:**

How would you determine the effectiveness of church school flourishing in the school you visited? Keep it short, balanced and factual – reporting what you say and heard. Try to use your own developed language of flourishing from vision to provision to impact rather than following the SIAMs strands; although the good descriptors are a useful starting point.

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**LCSF Module 4 – Bringing together LCSF and Christian Character**

**Intended outcomes:**

* Exploring the purpose, opportunities and barriers to PSA visits to determine church school flourishing
* Confidence in gathering evidence of church school flourishing
* Confidence in the ‘bigger picture’ of a school visit – how to bring balance
* Reflecting on the scope and structure of Trust school visits to determine church school flourishing

**Key questions to be answered:**

1. What is the purpose of a school visit? The written and unwritten expectations?
2. What are the minimum requirements of a church school flourishing visit?
3. What key information will you seek to gather? Pre, during and post visit?
4. How will your church school flourishing visit leave the school in a stronger position?
5. What is your ambition for church school flourishing visits?
6. How does your ambition for church school flourishing visits fit the Trust approach to school improvement?

**Follow-up Task:**

How might you communicate and structure a Church School Flourishing visit to a school in your Trust? What might it look like? How long might it last? What would you hope to explore and discover? How will you report what you find?

**Please use the pages below to answer these questions.**

1. What is the purpose of a school visit? The written and unwritten expectations?

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1. What are the minimum requirements of a church school flourishing visit?

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1. What key information will you seek to gather? Pre, during and post visit?

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1. How will your church school flourishing visit leave the school in a stronger position?

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1. What is your ambition for church school flourishing visits?

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1. How does your ambition for church school flourishing visits fit the Trust approach to school improvement?

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**Follow-up Task:**

How might you communicate and structure a Church School Flourishing visit to a school in your Trust? What might it look like? How long might it last? What would you hope to explore and discover? How will you report what you find?

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**LCSF Module 5 – Taking on the role**

**Intended outcomes:**

* Planning and preparing for a pilot Church School Flourishing visit
* Carrying out the CSF visit
* Writing an evaluative statement
* Reviewing the visit
* Considering implications for Trust wide visits 22/23

**Key questions to be answered:**

1. What was the focus of the CSF visit?
2. What evidence did you explore, what tools did you use?
3. What was the evaluative outcome of the visit? (Short answer – see Follow-up Task)
4. What are your reflections on the visit? Did it meet the outline and approach you identified in your Module 3 reflections?
5. What can you learn from this pilot visit that will shape your visit strategy in 2022/23?

**Follow-up Task:**

Please record the evaluative and supportive feedback you gave the school following your pilot visit.

**Please use the pages below to answer these questions.**

1. What was the focus of the CSF visit?

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1. What evidence did you explore, what tools did you use?

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1. What was the evaluative outcome of the visit? (Short answer – see Follow-up Task)

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1. What are your reflections on the visit? Did it meet the outline and approach you identified in your Module 3 reflections?

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1. What can you learn from this pilot visit that will shape your visit strategy in 2022/23?

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**Follow-up Task:**

Please record the evaluative and supportive feedback you gave the school following your pilot visit.

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Assessors’ comments:

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**LCSF Module 6 – Extending the knowledge**

**Intended outcomes:**

* Exploring the nexus of evidence available
* Recognising how partnerships and the wider community can be flourished by the school’s vision
* Preparing to lead spiritually and on aspects of Christian distinctiveness
* Making the ‘what next’ clearer and more concrete.

**Key questions to be answered:**

1. How do the other Trust PCF roles enable Church School Flourishing and what useful detail can I glean from these other leaders?
2. What types of school partnerships bring about flourishing? Where might flourishing beyond the school gates exist?
3. How can Community Hubs enable flourishing? What role might Community Hubs play in Trust flourishing?
4. What common school CPD might fall under the title ‘Church School Flourishing? How prepared for this do you feel?
5. What is your current plan to lead Church School Flourishing in schools across your Trust?

**Follow-up Task:**

At this point in your training, can you identify any key actions to be taken that would enable you to flourish as a Trust leader visiting, supporting and evaluating schools? What are these actions and for what impact do you hope?

**Please use the pages below to answer these questions.**

1. How do the other Trust PCF roles enable Church School Flourishing and what useful detail can I glean from these other leaders?

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1. What types of school partnerships bring about flourishing? Where might flourishing beyond the school gates exist?

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1. How can Community Hubs enable flourishing? What role might Community Hubs play in Trust flourishing?

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1. What common school CPD might fall under the title ‘Church School Flourishing? How prepared for this do you feel?

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1. What is your current plan to lead Church School Flourishing in schools across your Trust?

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**Follow-up Task:**

At this point in your training, can you identify any key actions to be taken that would enable you to flourish as a Trust leader visiting, supporting and evaluating schools? What are these actions and for what impact do you hope?

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Assessors’ comments:

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**LCSF Module 7 – Evaluation and Action Planning**

**Intended outcomes:**

* Review, evaluate and action plan next steps to fulfil the role.
* 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

**Key questions to be answered:**

1. How well have you developed the knowledge, skills and wisdom over the 6 modules and extended reading to fulfill the LCSF role? What further development needs do you seek?
2. Identify a key Strength, Weakness, Opportunity and Threat to your ability to determine how effectively the Christian vision of the church school sustains flourishing pupils, adults and spiritual capital and how this contributes towards the spiritual capital of the Trust.
3. Identify a key detail from your LCSF action plan for each of the next 6 terms.
4. What support would be most valuable to help you develop further and to fulfill the role?

**Follow-up Task:**

Please insert into the space any additional reflections that will further support your development into the LCSF role and attach any relevant planning documents (images of documents may be easier) that you believe would be helpful to share to show the extent of your strategic thinking.

**Please use the pages below to answer these questions.**

1. How well have you developed the knowledge, skills and wisdom over the 6 modules and extended reading to fulfill the LCSF role? What further development needs do you seek?

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1. Identify a key Strength, Weakness, Opportunity and Threat to your ability to determine how effectively the Christian vision of the church school sustains flourishing pupils, adults and spiritual capital and how this contributes towards the spiritual capital of the Trust.

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1. Identify a key detail from your LCSF action plan for each of the next 6 terms.

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1. What support would be most valuable to help you develop further and to fulfill the role?

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**Follow-up Task:**

Please insert into the space any additional reflections that will further support your development into the LCSF role and attach any relevant planning documents (images of documents may be easier) that you believe would be helpful to share to show the extent of your strategic thinking.

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**LCSF Module 8 – On going reading**

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|  | Read (Checkmark with solid fill) |
| 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 |  |
| Valuing All God’s Children | \*\*\* |

Notes for further reading/personal interest reading (please free type here)

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Following the completion of each module’s content it would be helpful to capture initial feedback. To assist your ongoing professional development of the role and to help shape the future content of the LCSF training. Please score your confidence in each of the intended outcomes using the box provided; (*1 being low and 5 being high*).

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| **Module 1** - A working knowledge of the LCSF role |  |
| **Module 1** - Confidence in the role vision plays to enable and sustain flourishing |  |
| **Module 1** - Confidence in exploring measures of vision and flourishing |  |
| **Module 1** - Confidence in determining flourishing in one school |  |
| **Module 1** - Planning actions to enable a Trust wide perspective |  |
| **Module 2** - Recognising the ongoing importance of Christian Character |  |
| **Module 2** - A working knowledge of the SIAMS framework  |  |
| **Module 2** - Confidence in identifying vision-based flourishing |  |
| **Module 2** - Confidence in evidencing holistic flourishing |  |
| **Module 2** - Understanding how to follow a flourishing trail |  |
| **Module 3 -** Recognising the bespoke nature of PSA visits |  |
| **Module 3 -** Increased confidence in carrying out a PSA school visit |  |
| **Module 3 -** Awareness of adapting a PSA visit to focus on flourishing |  |
| **Module 3 -** Confidence in exploring and evidencing flourishing through a school visit |  |
| **Module 4 -** Recognising advising is not inspecting  |  |
| **Module 4 -** Confidence in planning a PSA visit and awareness of adaptions to explore flourishing  |  |
| **Module 4 -** Compiling ethos and vision effectiveness and action statements to support school development  |  |
| **Module 4 -** Confidence in setting up and using stakeholder voice  |  |
| **Module 4 -** Recognising the wider influence of vision – exploring community links and Growing Faith  |  |
| **Module 5 -** Confidence in carrying out a bespoke PSA visit  |  |
| **Module 5 -** Confidence in evidencing and acknowledging school ethos and vision effectiveness and future actions  |  |
| **Module 5 -** Increased awareness of the breadth and depth of flourishing in a church school community  |  |
| **Module 5 -** Recognising how school visits can be used to determine the effectiveness of the Christian vision in church schools  |  |
| **Module 6 -** Recognising the value of wider consultation to explore church school flourishing (Including recruitment, governance and RE and Collective Worship)  |  |
| **Module 6 -** Increased understanding of the SIAMS language of excellence |  |
| **Module 6 -** Identifying the value of Growing Faith and the wider community work in building spiritual capital  |  |
| **Module 6 -** Confidence in exploring flourishing at a Trust level  |  |
| **Module 6 -** Identifying and developing a Trust system for determining church school flourishing   |  |
| **Module 7 -** Reflect and evaluate own learning  |  |
| **Module 7 -** Identify success and areas for future growth |  |

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| **Module 7 -** Identify the themes and focus for LCSF networks  |  |
| **Module 7 -** Develop an action plan to introduce and embed the role of LCSF in the Trust |  |
| **Module 8 -** Increased knowledge |  |
| **Module 8 -** An awareness of materials to support further exploration and thinking  |  |

Assessors’ comments and final sign off:

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**LCSF Self Evaluation**

**Taken from the Role and job description:**

* Through their employment at leadership level within the Trust and with successful church school leadership experience they will lead, promote and celebrate Church School Flourishing across the Trust To ensure the depth of Christian vision in all Trust church schools promotes opportunity for flourishing
* To lead the review of the distinctively Christian visions in all Trust church schools ensuring these are established, embedded and demonstrate sufficient regard to the original Anglican foundation of the schools
* To co-ordinate and collaborate with Trust Leaders for Church School Governance, Church School Recruitment and RE and Collective Worship to gain a holistic view of Trust wide Church School Flourishing
* To work with Trust leaders, for Church School Governance, Church School Recruitment and RE and Collective Worship to implement and embed Trust wide programmes of, and development plans for, Church School Flourishing
* To work in partnership with, and advocate for, the quality assurance work of SDBE Advisers
* To coordinate an annual review of church school flourishing working in partnership with the Leader for Church School Governance (LCSG), taking contribution from the Trust Lead or Church School Recruitment RE and CW and Trust Lead for Community Hubs (where appropriate)
* To lead SIAMS preparation and arrange appropriate support for schools during inspection
* To invest in their own personal professional development, including Diocesan Board of Education Programme for Church School Flourishing
* Provide updates and lead relevant training within the Trust
* Will promote and champion the SDBE and National Guidance from the Church of England (Vision for Education, Statement of Entitlement for RE, Guidance for Collective Worship, Valuing All God’s Children etc .)
* Is accountable to the Trust CEO and Trust Board
* A LCSF equipped to work with other leaders within the Trust, at all levels, and across Trusts to review, renew and further develop systems, structures and processes that flourish the church schools and their communities within the trust.
* A strategic leader operating at Trust level with the skills and confidence to enable others and the skills and wisdom to discern and determine how effectively the Christian vision of the church schools within the Trust are sustaining spiritual capital and flourishing pupils and adults.
* A leader secure within the Church School Flourishing Networks, with a strong sense of purpose,
recognising where the Programme for Church School Flourishing fits within the wider networks (National, Diocese, Trust and local) and the inherent opportunities this working offers.

Please evaluate your ability and readiness to:

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| **Visit church schools regularly to support and ensure their effectiveness and flourishing** |
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| **Promote and celebrate Church School Flourishing across the Trust** |
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| **Ensure the depth of Christian vision in all Trust church schools promotes opportunity for flourishing** |
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| **Determine how effectively the Christian vision of the church school sustains flourishing pupils, adults and spiritual capital** |
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| **Lead the review of the distinctively Christian visions in all Trust church schools ensuring these are established, embedded and demonstrate sufficient regard to the original Anglican foundation of the schools** |
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| **Work at a Trust level to ensure the church schools within the MAT are effective as church schools, embracing their original Anglican foundation** |
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| **Co-ordinate and collaborate with Trust Leaders for Church School Governance, Church School Recruitment and RE and Collective Worship to gain a holistic view of Trust wide Church School Flourishing and coordinate an annual review of church school flourishing working with the Leader for Church School Governance (LCSG), taking contribution from the Trust Lead or Church School Recruitment RE and CW and for Community Hubs (where appropriate)** |
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| **Work with Trust leaders, for Church School Governance, Church School Recruitment and RE and Collective Worship to implement and embed Trust wide programmes of, and development plans for, Church School Flourishing** |
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| **Work in partnership with, and advocate for, the quality assurance work of SDBE Advisers** |
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| **Lead SIAMS preparation and arrange appropriate support for schools during inspection** |
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| **Provide updates and lead relevant training within the Trust** |
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| **Invest in their own personal professional development, including Diocesan Board of Education Programme for Church School Flourishing** |
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| **Promote and champion the SDBE and National Guidance from the Church of England (Vision for Education, Statement of Entitlement for RE, Guidance for Collective Worship, Valuing All God’s Children etc.)** |
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| **Hold the knowledge, wisdom and skill to consolidate and collaborate with the trust level strategic leaders** |
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| **Be accountable to the Trust CEO and Trust Board** |
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Assessors’ comments:

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