



Church Lench CE First School Governor Monitoring Form

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| The school's Christian vision | <p align="center">'For With God Nothing is Impossible' Luke 1:37</p> <p align="center">At the heart of the school is our belief that 'With God Nothing is Impossible', which allows our children to have high hopes and aspirations and develop resilience and perseverance in all aspects of life in a happy, safe and inclusive environment.</p> | | | | | |
| 1. Which general area are we looking at? | Christian distinctiveness | * | Collective Worship | | Religious Education | |
| 2. What specifically are we trying to find out? Links to Evaluation Question(s) from SIAMS framework | <p align="center">IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> | | | | | |
| 3. How will we find our evidence? Planned meetings/ observations/tasks | Headteacher | * | Co-ordinator | | Children | * |
| | Staff | * | Learning walk | * | Children's books | |
| | Worship | | Documents | * | Other | |
| 4. Who will carry out the monitoring? | Governor: Fr Glenn Reading | | | | | |
| 5. When? | 23 rd April 2026 | | | | | |
| 6. With whom will the results of this monitoring be shared? | Head, subject lead, teachers, parents, pupils and governors of the MAT | | | | | |
| 7. When and how will governors follow up any recommendations? | Autumn 2026 | | | | | |

| 8. Key questions for the agreed monitoring activities in No. 6 | 9. What have we learnt? Focus on the impact on the children. List both positive and negative. |
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| <p>How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?</p> <p>(Values are perseverance, thankfulness, hope, Responsibility and Compassion)</p> | <p>The vision is expressed through a common culture where every individual is treated as a "child of God." This theological foundation is lived out through the core values of perseverance, thankfulness, hope, responsibility, and compassion.</p> <ul style="list-style-type: none"> • Perseverance: Evident in the older children's maths lesson, where they were encouraged to "think through the question" and identify where things went well or why an answer was incorrect, viewing mistakes as part of a journey supported by God's grace. • Compassion and Responsibility: Seen in the younger years, where children supported a peer practicing his fine motor skills. • Hope: Articulated by the pupils themselves through the school's belief that "With God nothing is impossible," providing a spiritual anchor for their ambitions and transitions. |
| <p>What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?</p> | <p>Leaders have moved the vision beyond a statement on a wall to an intentional, woven fabric of school life. Key strategies include:</p> <ul style="list-style-type: none"> • Small-Group and 1-to-1 Support: By prioritizing individualized attention, leaders ensure that the "family of God" concept is practical, not just theoretical. • Calm Environment Management: Ensuring a non-frantic atmosphere where expectations are clear allows for a "safe and supported" space. • Staff Mentality: Leaders have fostered a culture where staff speak of pupils with "real joy," suggesting that the vision is modelled by adults to be mirrored by children. |
| <p>How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?</p> | <p>The vision creates a level playing field where every child—whether working on high-level maths or practicing basic motor skills—is afforded the same dignity.</p> <ul style="list-style-type: none"> • Inclusion: The observation of 1-to-1 support for specific learning and development needs reinforces that no child is left behind. • Dignity: During lunchtime, every child was "noticed," regardless of whether they had a school meal or a packed lunch, ensuring a sense of belonging and equity in the simplest daily rituals. |

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| <p>How is enabling good mental health for all central to the school's work?</p> | <p>Mental health is supported through the creation of a "happy and relaxed" environment. The school prioritizes:</p> <ul style="list-style-type: none"> • Emotional Security: The transition support for Year 5 pupils moving to middle school shows a proactive approach to anxiety and change. • Relational Health: The warm, joyful interactions between staff and pupils provide a secure base that reduces stress and promotes well-being. • Reflection over Pressure: The teaching style encourages reflection and "finding where things went well," which builds resilience and reduces the fear of failure. |
| <p>As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> | <p>The school utilizes relational consistency and targeted intervention as its primary tools.</p> <ul style="list-style-type: none"> • Visibility: The fact that children are "noticed" and "known" ensures that vulnerabilities are identified early. • Bespoke Support: 1-to-1 learning support serves as a practical expression of the vision, ensuring those who find certain tasks difficult are given the tools to persevere without shame. • Spiritual Comfort: The shared belief that "With God nothing is impossible" acts as a collective "safety net" for pupils facing the uncertainty of the future. |
| <p>I0. What are our conclusion?</p> <p>Relate your conclusions back to your key issue in section 2.</p> <p>What is working well? What needs improvement?</p> | <p>Relationship to Key Issue: The key issue—how the vision creates a culture where pupils and adults are treated well—is answered by the intentionality of the school's Christian character. What I saw on my visit suggests that the theological root (All are children of God) is the direct cause of the high-quality relationships observed.</p> <p>What is working well?</p> <ul style="list-style-type: none"> • Cultural Consistency: The vision is "woven through the fabric of school life" and is not just a peripheral activity. • Pupil Voice: Children can articulate the school's Christian belief and apply it to their own lives (e.g., the Year 5 boy and the "nothing is impossible" ethos). • Inclusive Environment: The transition between formal learning and play/social time is seamless and supportive. <p>Suggestions for next steps</p> <ul style="list-style-type: none"> • Formalizing the Narrative: Ensure that the "joyful" and "intentional" culture is captured in formal monitoring so that it can be sustained during future leadership or staff changes. • Explicit Mapping: Continuing to find ways to explicitly link the five values (perseverance, etc.) to specific Bible stories and Anglican traditions to deepen the children's "theological literacy." |

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| | <ul style="list-style-type: none">• MAT input: How does the wider MAT support the schools vision and ethos? |
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