

Re- engagement with schools

Area	Expectation at Induction level (Potentially Year 1 of post/start of this work)	Expectation in Early Partnership (Year 2 +)	Expectation for a Flourishing Partnership (Year 3+)
<p>New Incumbent/ Lead Vicar</p> <p>The categories below may be covered by someone other than the incumbent as long as the commitment is strong, reliable and consistent</p>	<ul style="list-style-type: none"> Vicar has met/ online/ phonecall with headteacher(s) in all CE and other schools in parish/benefice Understands which schools are ‘covered’ by which church communities Understanding of ‘Christian distinctiveness’ in school context from reading (below) and online Induction (contact ali.driver@bristoldiocese.org) Conversation with DDE/ member of Education team Dissemination to Church / Benefice Ministry Team Buddying with another vicar/ church leader for mentoring support to understand how they partner with schools, visit / experience their schools work 	<ul style="list-style-type: none"> Ministry team decisions re commitment of vicar/ lay/ others to schools work Incumbent drives school partnership with passion, permission giving and goodwill but not all the action Relationship link is obvious and deepening – maybe concentrated in one or across many schools Regular meetings and authentic relationship with Headteacher(s) Can articulate what a Christianly distinctive school is to colleagues / support head in identifying this Secure buddy relationship / network or someone within ministry team keeps regular contact with other parishes 	<ul style="list-style-type: none"> Formal and informal contact feels natural and welcomed School and church seen as part of same mission in community Vicar/Ministry team/ lay member(s) seen as part of school leadership support/ key contact Christian distinctiveness grows through regular support, events and collaborative activities Ministry team member (may not be incumbent) supports others in diocese through being a buddy/ through DBE Support for leadership appointments and school reorganisations School leadership part of MDR review
<p>Training</p>	<ul style="list-style-type: none"> Incumbent/ Ministry team / parish partner / lay (e.g. church-sch or children, young people families worker) attends the annual DBE conference or other Education team network / training e.g. SIAMS framework, leading Collective Worship/regular Church School networks Safeguarding training completed 	<ul style="list-style-type: none"> Vicar /Ministry Team /parish partner member attends annual conference, Church-School network/ further training as required and disseminates to team Encourages school staff to do same Education communications and newsletters are read and disseminated to Ministry team/PCC as relevant 	<ul style="list-style-type: none"> Increase and deepening of commitment between church and school(s) Work across network or weaker schools offered Supporting diocese in delivery of training to schools/churches

		<ul style="list-style-type: none"> Church/ School make use of church-school mentors 	
School contact	<ul style="list-style-type: none"> Tour of school(s) Meet staff and pupils (e.g. drop in to classes/ staff room/ Collective Worship) Meet Headteacher and Chair of Governors Participate in a Collective Worship 	<ul style="list-style-type: none"> Vicar or Ministry team member is in school at least every half term Confident to chat with staff and pupils, relationship is building Regular presence/delivery in Collective Worship/ school Understanding of role of Governing Body and school strategic plan esp Ethos and Christian Distinctiveness sections 	<ul style="list-style-type: none"> Actively part of school community (or other church members) and recognised as positive and key pastoral support Church contributes to vision setting and ongoing SIAMS developments through governance and ministry Regular engaging delivery in Collective Worship by individuals/teams linked to church
Church community	<ul style="list-style-type: none"> PCC and congregation clear on links with school(s) and vicar/ Ministry Team commitments within this Audit current church school practice, links, key contacts and commitments 	<ul style="list-style-type: none"> Recognised links between parish and school Explicit understanding of vision and values of school and church and synthesis of both Regular prayer for school in services Planned support to school e.g. services, fetes, celebrations, Collective Worship, new parents events, children in church (see CSP for ideas) PCC has 'Education and schools activity' as a Standing Agenda item to ensure flow of information Church strategic plan includes school and young peoples activity and potentially financial commitment to this activity Increased/regular access and use of church building by school 	<ul style="list-style-type: none"> Positive relationship recognised and celebrated in newsletters, church, youth groups, social media etc Church community can articulate importance of work with schools School are a regular part of planning, worship and prayer life of church, and vice versa School- church development projects and finance secured e.g. environment, justice, courageous advocacy Education Sunday (or equivalent) is regular part of church year Practice is built with children and young people across a network of churches so that unnecessary duplication is removed, expertise is shared, and specialism may occur where appropriate e.g. in holiday clubs, Messy Church, age related activities

Reading and reflection	<ul style="list-style-type: none"> • C of E Vision for Education https://www.churchofengland.org/about/education-and-schools/vision-education • SIAMS Inspection framework https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-school-inspections • CofE Collective Worship guidance https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/collective-worship • Local school(s) vision statement(s) and rationale • School(s) Safeguarding policy 	<ul style="list-style-type: none"> • Courageous advocacy https://www.churchofengland.org/sites/default/files/2021-05/180521%20Courageous%20Advocacy%20%28final%29.pdf • School SIAMS toolkit (school's audit of progress); last SIAMS inspection report • School Development Plan for Christian Distinctiveness section 	<ul style="list-style-type: none"> • Regular awareness of DBE, national publications and events https://www.churchofengland.org/about/education-and-schools • Own research or writing case study about church-school partnership
Growing Faith	<ul style="list-style-type: none"> • Discussion around links to be made between 3 key parts of 'Growing Faith' – Church, School and Households, and church/diocesan vision of how to link practice 	<ul style="list-style-type: none"> • Growing Faith introduction https://www.churchofengland.org/about/renewal-reform/growing-faith • Discussion with school about Growing Faith in school (what this means) and links to home/church activities and practices 	<ul style="list-style-type: none"> • 'Growing Faith' in church, school and households is natural and coherent; the Christian message of love and service looks the same from all points and links are sought wherever possible between church and school activity that promotes this message • Links across age groups (0 – 25 activity) are being made and church groups/ services are a natural home for children and their families encountered in school
Church School Partnership (CSP)	<ul style="list-style-type: none"> • CSP read, ideas about ways and people to take forward https://www.bristol.anglican.org/education/churchschoollinks/cspaward/ 	<ul style="list-style-type: none"> • Underway with action plan/audit • School ethos committee member and parish partner/ministry team work together (even if not a CE sch this award can be considered) 	<ul style="list-style-type: none"> • CSP awarded and next steps embedded in school and parish plans

