

SIAS Support Pack



Diocese of Southwell & Nottingham

SIAS Support Pack

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Suggestions for completion of a SIAS Toolkit for Church School improvement in the Diocese of Southwell & Nottingham

The SIAS toolkit aims to support a programme for continuing school improvement in our diocesan schools. Key elements will require annual review, whilst others can be considered within a three-year cycle depending on the stability of staff and governors.

Stakeholder involvement

- Identify sections for governors, teachers and clergy to develop
- Meet with governors to review sections of the toolkit and gather evidence
- Inclusion of other stakeholder views through parent and pupil questionnaires (see diocesan website www.southwell.anglican.org)

Sections to be reviewed annually

- Standards in RE: measured against Local Agreed Syllabus level descriptors and national data for GCSE and AS/A2 examinations; using agreed key assessment tasks (linked to levels) as the basis for exemplifying standards in work sampling and portfolios of work
- Collective Worship (planning, monitoring and evaluation)

Sections to be reviewed on a three-year cycle

- Partnership with clergy and church community
- Mission statement with all staff (including support staff)
- Staff relationships
- Pupil relationships
- Behaviour
- Other areas in the SIAS

Senior Management Team

- Includes governors especially foundation governors
- Collate all the evidence
- Identify areas for the SIP

How well does the school, through its distinctive Christian character, meet the needs of all its learners?

Main link with SEF: 2b
1a section 4/2
1b section 4
1c section 4c/5b
1d section 1b/1d
1e section 5d/1b/6a

How effective is the learning experience provided by the school? (Impact)

Main link with SEF: 4d (no others)

Links with Ofsted SEF

How effective is the Religious Education? (VA schools)

Main link with SEF: 5a/5b
3a section 3a/3b/3c
3b section 5
3c section 5a
3d section 4c/4b/4d/4e
3e section 1b
3f section 1b

How effective are the leadership and management of the school as a Church School?

Main link with SEF: 6a
4a section 1b/1d/6a
4b section 6/1b
4c section 6
4d section 2
4e section 2

Distinctive Christian Character

Possible evidence:

Visual

- ◆ Entrance (welcome from pupils/secretary)
- ◆ Signs and symbols
- ◆ Mission/Vision Statement in the entrance hall and prospectus
- ◆ Displays, prayers and reflections valuing children's work
- ◆ Information about charity work
- ◆ School buildings are cared for

Community

- ◆ Respect for all
- ◆ Good relationships and pastoral care of staff and pupils
- ◆ Standard of behaviour reflect Christian values
- ◆ Prayers for staff/pupils/governors
- ◆ Links with local Christian community
- ◆ Visitors to the school are made to feel welcome and valued
- ◆ Pupils are happy and motivated and understand what it means to be a church school

School organisation

- ◆ Leadership vision and management style are informed by Christian values
- ◆ Policies all reflect Christian values
- ◆ Welcoming of other faiths and cultures
- ◆ The school is properly inclusive
- ◆ The Christian ethos is recognised in inspection reports
- ◆ RE and creative arts are valued

Learning

- ◆ All children achieve their potential
- ◆ Global awareness of Christianity
- ◆ Race, creed and disability are not barriers to inclusion and learning
- ◆ Spiritual development is good across the curriculum
- ◆ Staff training

SMSC

- Spiritual:** discovery of God the Creator, of an 'inmost being' and of the wonder of the environment, awareness of self, others, the world
- Moral:** teachings of Jesus, moral codes, a foundation stone on which pupils can make decisions and build their lives (values and beliefs)
- Social:** an understanding of what it means to live in a Christian community
- Cultural:** an understanding of Christianity as a worldwide, multi-cultural faith; an understanding of other faiths and cultures

Collective Worship

Possible evidence:

- ◆ Talk to pupils
- ◆ Talk to staff
- ◆ Talk to foundation governors
- ◆ Talk to incumbent
- ◆ Talk to parents
- ◆ Scrutinise the Collective Worship policy
- ◆ Check the school brochure
- ◆ Scrutinise examples of planning to establish provision and legal requirements
- ◆ Scrutinise records of Collective Worship/visits and visitors
- ◆ Explore the staffing provision
- ◆ CPD
- ◆ Scrutinise the budget for Collective Worship
- ◆ Check the cross curricular links
- ◆ Check withdrawals

Religious Education

Possible evidence:

- ◆ Talk to pupils
- ◆ Interview the subject manager
- ◆ Subject manager's file
- ◆ RE self-evaluation
- ◆ Interview the RE governor/parish clergy
- ◆ Interview with parents
- ◆ The school brochure
- ◆ RE policy documents
- ◆ Scrutinise the school improvement plan
- ◆ Governing body minutes/HT report
- ◆ Monitoring of RE lessons (observation notes/forms)
- ◆ Check the provision of RE for legal requirements/timetables
- ◆ Check withdrawals
- ◆ Scrutinise teachers' planning to include learning outcomes and opportunities for assessment
- ◆ Exemplars of levelled work
- ◆ GCSE/A level examination results
- ◆ Taped interviews with pupils
- ◆ Scrutiny of work
- ◆ Class/school displays on RE
- ◆ Photographic evidence
- ◆ CPD for RE
- ◆ Lists of visits and visitors
- ◆ Links with other agencies
- ◆ Cross-curricular links
- ◆ Use of ICT
- ◆ Opportunities for SMSC

- ◆ Information on the monitoring of lessons
- ◆ Resources/staffing/qualifications
- ◆ Budget
- ◆ Links with clergy, the parish and the diocese

Leadership and Management

Possible evidence:

- ◆ Denominational self-evaluation documents
- ◆ Ofsted SEF
- ◆ The school brochure
- ◆ The school mission statement/vision statement
- ◆ Discussions with pupils/staff/support staff/foundation governors/pupils/parents
- ◆ The school mission statement/vision statement
- ◆ Headed notepapers etc
- ◆ SIP
- ◆ Performance management
- ◆ Policy documents for RE and Collective Worship. Additional policy documents for behaviour and discipline/inclusion and diversity/ Pastoral care/ SEN/ gifted and talented pupils/ Sex education/ PHSE
- ◆ Attendance/ suspensions/ exclusions
- ◆ Pupils assessment
- ◆ Displays
- ◆ Church/ parish/ diocesan links
- ◆ Parish magazine
- ◆ Minutes of governing body meetings

**Jane Lewis
RE Adviser
February 2010**

COLLECTIVE WORSHIP OBSERVATION FORM

School	Leader: HT/Staff/Pupils/Incumbent/Other Grouping: Whole School/Key Stage/Group/Class
Theme	Context
Prompts	Evidence
Leadership <input type="checkbox"/>	
Integral to life of school <input type="checkbox"/>	
Spiritual Dimension <input type="checkbox"/>	
Integrity / Inclusion <input type="checkbox"/>	
Atmosphere Created <input type="checkbox"/>	
Balance of Music/sound speech/silence <input type="checkbox"/>	
Pupil attitudes <input type="checkbox"/>	
Pupil involvement <input type="checkbox"/>	
Christian insight <input type="checkbox"/>	
The Christian community in action <input type="checkbox"/>	
Discussion with pupils regarding impact <input type="checkbox"/>	
OVERALL GRADE <input type="checkbox"/>	
1=Outstanding	
2 = Good	
3 = Satisfactory	
4 = Inadequate	

JUDGEMENT GRADES FOR COLLECTIVE WORSHIP

Very Good / Excellent / Outstanding

Criteria	Achieved
Worship appears as an area for development and refinement on the school's documentation	
Full use is made of the breadth of Anglican material in worship eg. Psalms, canticles, collects etc	
Art / artefacts used are of a high quality and reflect the broad spectrum of the Christian /Anglican tradition	
Expectations of behaviour are very high	
The leader's expectations are very high	
The theme is thought provoking and challenges the pupils' thinking	
There is a clear focus for prayer and worship	
The worship is inspirational	
The worship provides every opportunity for pupils' spiritual, social, moral and cultural development	
The leader shows expert knowledge of the subject	
A clear atmosphere conducive to worship and reflection is attained throughout	
Older pupils plan, organise and deliver the worship	
All pupils are engrossed in the worship	
The relationships reflect mutual respect	
Pupils show a high level of respect for other peoples beliefs and cultures	
Pupils are positive about the worship provided by the school	
The pupils are active participants in the worship	
Pupils' singing / music is of a high standard and does not detract from the worship	
There is effective use of music on entering and leaving	
Visitors are an integral part of the worship with high standards and expectations	

Pupils know, understand and can talk with confidence about the churches year, key Christian festivals ,symbols and artefacts	
Pupils from other faith backgrounds are fully integrated within the community and their spiritual development is catered for.	
Pupils have a clear knowledge and understanding of key aspects of the Anglican tradition	
The school has its own prayer that pupils know and understand	
Pupils know and are able to recite other key prayers eg 'The Grace'	
Pupils are able to talk about the churches year and key Christian festivals	
Pupils are aware of the key Christian values and concepts eg love, compassion, justice and forgiveness	
Staff, governors / parents and other members of the community are given the opportunity to attend worship on a regular basis eg. members of the PCC	
Supply staff are fully briefed on the importance of worship in the life of the school	
Worship is rigorously monitored and evaluated by staff, pupils and governors	
The school has regular and positive links with the local church	
Clear links are made between the worship in the school and the worship in the parish eg. A purple table cloth is used for Lent	
The school has formed a 'worship' group to develop the worship	

JUDGEMENT GRADES FOR COLLECTIVE WORSHIP

Good

Criteria	Achieved
Worship is given a high priority within the school	
Worship is still regarded as an area for improvement in the school's planning documents	
All staff are present and take part as worshippers	
Teaching staff lead individual class worship	
The themes for worship are balanced throughout the year and reflect the broad spectrum of the Anglican tradition	
The worship is underpinned by key Christian values	
The atmosphere is relaxed and secure	
The school observes the cycle of the Christian year	
The theme is well developed	
The leader contributes to the atmosphere with language / speech	
A visual focus is used for prayer and reflection	
The churches year and key Christian festivals are reflected in the worship	
Christian responses are used	
There are links with other curriculum areas eg Poetry	
Christianity is shown as a world wide tradition	
Pupils and staff use the correct terminology for artefacts used	
Pupils are given every opportunity to reflect and pray	
Pupils are given opportunities to reflect on things that are meaningful and significant	
Pupils are given opportunities to participate	
Pupils and staff use the term 'Collective Worship'	
Pupils respond appropriately to issues and themes	

Pupils know and understand the point in the churches year	
Most pupils are able to recite the Lord's Prayer	
Pupils are encouraged to consider the wider world community	
Pupils from other faith backgrounds are able to contribute to the worship	
The worship values the pupils and celebrates their achievement	
The school has its own prayer	
The music/ hymns are related to the theme and contribute to the atmosphere	
Overhead projectors / power-point if used enhance the worship and the atmosphere	
There is a high level of interest from most pupils	
The occasion has affirmed the Christian values for which the school stands	
The concepts used are appropriate for the pupils present	
Visitors are introduced properly and contribute to the atmosphere	
Appropriate stories / Bible stories are used to enhance the theme	
Links are made to the school's charity work	
The timing enhances the worship	
Individual classes have a visual focus for prayer and reflection	
Teaching staff have attended in-service training on worship	
The worship is monitored by staff and pupils	

JUDGEMENT GRADES FOR COLLECTIVE WORSHIP

Satisfactory / Adequate

Criteria	Achieved
The legal requirements for Collective Worship are met	
There is an updated policy for Collective Worship	
There is a budget set aside for Worship	
Worship appears on the SIP alongside other areas of the curriculum	
Staff are aware of the Anglican foundation of the school	
Worship underpins the school's distinctive Christian ethos	
Teaching staff are present and take part as worshippers	
The purpose of the worship is clear to all present	
Worship is a special time and is integral to the school day	
The worship is clearly planned	
There is a clear theme	
The school observes the major festivals of the Christian year	
The school makes a clear distinction between worship and assembly	
There is a sense of order on entering and leaving	
An atmosphere for worship is created	
Introductory music / hymns create a worshipful atmosphere	
The worship contributes to the pupils spiritual, moral, social and cultural development	
Visual aids are used to engage the pupils	
Opportunities are given for silence and reflection	
There is a sense of integrity for all present	
Hymns / songs are appropriate to those present	
The worship is inclusive to all pupils	

There is a balance between music, silence and speech	
The worship takes account of the ages, aptitude and backgrounds of the pupils	
The worship reflects Christian values	
The majority of pupils are engaged with the theme	
The worship underpins the school's Christian ethos	
The timing of the worship is appropriate for the pupils	
Relationships are constructive	
The language used is accessible to the pupils	
The leader's subject knowledge is accurate	
Pupils' understanding / learning is satisfactory	
Pupils show an enjoyment of the worship	
Pupils are able to talk about the worship with interest	
Older pupils are motivated by the theme chosen	
Pupils are able to engage with the 'Lord's Prayer', and the key Christian festivals	
Hymns and settings used are appropriate for the pupils	
Hymns used are both modern and traditional	
Singing and pupils' musical contributions are of an appropriate standard for the pupils' ability	
Pupils from other faith background are made to feel welcome	
Worship is not offensive to pupils whose faith is not Christian	
All pupils attend daily worship unless parents have used their right of withdrawal.	
Visitors are on time and prepared	
It is clear that the worship policy is being implemented	
Some monitoring and evaluation takes place	
Parents are clear about the Collective Worship provided by the school	

JUDGEMENT GRADES FOR COLLECTIVE WORSHIP

Unsatisfactory / Not Adequate

Criteria	Achieved
The school is not meeting legal requirements for worship	
Staff and senior management are apathetic towards worship	
The management and organisation of the worship is disorganised	
There is no clear planning for worship	
No budget is available to support the worship	
Teaching staff do not attend the worship	
Staff are unclear about the difference between assembly and worship	
No atmosphere conducive to worship is provided	
The leader is unprepared	
The leader does not contribute to the atmosphere with language / speech	
Visitors do not relate well to the pupils and are unclear about their role	
There is no clear theme or purpose to the worship	
The pupils arrive in a noisy and uncontrolled manner	
Behaviour during the worship is inappropriate	
The timing of the worship is inappropriate	
The worship fails to provide a beneficial experience for the pupils	
The worship does not underpin the Christian ethos of the school	
The music/ story/ prayers etc are uncoordinated	
There is an inappropriate use of Bible or other stories	
There is a lack of respect for staff / pupils	
Pupils are not enthusiastic about worship	
Pupils have no idea of the churches year, key Christian festivals, or the purpose of worship	

Social inclusion is not promoted	
No attempt is made to welcome parents into the school for worship	
No in-service training has taken place recently	
No monitoring or evaluation of worship is taking place	
No links are made with the school's Anglican heritage	
No links are made with the local parish church	
Parents are ill informed about the worship taking place in the school	

NB: These grades build on each other. They are guidance for inspectors. It is not expected that schools will meet all of the criteria in a category. Inspectors should use their own judgements as to where there is a comfortable fit.

Jane Lewis March 2010

RELIGIOUS EDUCATION OBSERVATION FORM

<p>School</p>	<p>Teacher: Specialist / Qualified / Unqualified / Incumbent / LSA</p> <p>Year: F. 1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. GCSE / Non exam / A' Level</p> <p>Grouping: class / key stage / group /</p>
	<p>Context</p>
	<p>Evidence</p>
<p>GRADE</p>	<p>Impact</p> <div style="display: flex; justify-content: space-around; align-items: flex-end; margin-top: 20px;"> <div style="text-align: center;"> <input data-bbox="379 1957 466 2033" type="checkbox"/> Teaching </div> <div style="text-align: center;"> <input data-bbox="534 1957 620 2033" type="checkbox"/> Learning </div> <div style="text-align: center;"> <input data-bbox="710 1957 796 2033" type="checkbox"/> Attainment </div> <div style="text-align: center;"> <input data-bbox="900 1957 986 2033" type="checkbox"/> Attitude </div> <div style="text-align: center;"> <input data-bbox="1147 1921 1272 2033" type="checkbox"/> Overall </div> </div>

CRITERIA FOR JUDGING AN RE LESSON

Outstanding

Criteria	Achieved
Pupils are engrossed in their lesson and look forward to RE	
Pupils are making significant progress in their knowledge, understanding and skills in Christianity and the other major world faiths	
Achievement is high	
Pupils are able to show a clear knowledge and understanding of the diversity of belief and practice within individual religions	
Pupils are able to show a clear knowledge and understanding of the different faith communities and their teachings and evaluate their contributions to personal, local, national and international situations	
Pupils are able to articulate and express their knowledge and understanding in a clear and concise way through a variety of genre	
Pupils are able to speak confidently about religious ideas and concepts using correct religious / technical language	
Pupils are able to explain the use of symbolism in religion	
Pupils develop independence and interdependence	
Pupils are able to recall previous learning effectively	
Pupils can reflect critically on ultimate questions in life	
Pupils are able to express and argue a position on moral/ethical issues recognising the strengths and weaknesses in the argument and sharing an understanding of religious perspectives on these issues	
Pupils are able to reflect on their own beliefs and values in the light of their learning	
Teaching is inspirational	
Teachers show expert subject knowledge and understanding	
There is a climate where all are respected and given constant encouragement and affirmation	
The teacher is a skilled practitioner, using a variety of methods to promote pupil learning	

Expectations of achievement are high	
Thinking skills are used effectively to encourage pupils to be reflective and evaluative	
The lesson is stimulating and challenging	
Teachers understand how pupils learn	
There are high expectations of behaviour	
Tasks are clearly matched to ability	
Activities are well focused	
Social, moral, cultural development are enhanced	
Pupils are enabled to reach their full potential	
The learning environment is inspirational.	
High quality resources and artefacts are used to promote effective learning. This includes ICT/ interactive whiteboards	

CRITERIA FOR JUDGING AN RE LESSON

Good

Criteria	Achieved
Most pupils are making progress and achieving well	
Pupils have a secure knowledge and understanding of the Christian faith and the other major world faiths	
Pupils have a clear understanding of religious ideas and concepts	
Pupils ask informed questions	
Pupils are able to recall their previous learning	
Pupils are able to use key religious words and terminology	
Pupils can talk confidently about key religious figures and ideas with understanding and insight	
Pupils can demonstrate a knowledge and understanding of religions and what is distinctive to each	
Pupils can interpret religious concepts and symbolism and the meaning of external appearances of faith	
Pupils are able to engage in argument and disagree with respect	
Pupils are able to distinguish between opinions, viewpoints and beliefs	
Pupils are sensitive to the impact of their ideas and behaviour on others	
Pupils are able to reflect on the spiritual dimensions of life	
Pupils are able to recognise the experiences that they share with members of faith communities. Eg suffering and death and use this information to further their understanding of how people make sense of these experiences.	
The teacher has a clear understanding of what constitutes good practice in RE	
The teacher has a clear knowledge and understanding of religious concepts and ideas	
The teacher has a genuine interest in the subject	
Teaching is enthusiastic and challenging	
Learning objectives for RE are clearly shared with the pupils promote pupils knowledge, skills and understanding	
The teacher organises a range of activities to promote pupil learning	

Relationships are based on mutual respect	
Adults relate well to pupils	
Tasks set engage and challenge pupils	
Independent learning is encouraged	
The lesson contributes to the pupils spiritual, moral, social and cultural development	
There is appropriate and respectful treatment of religious artefacts to enhance pupil learning	
The pace of learning is challenging	
Thinking skills are used to encourage pupils to reflect and question	
The learning environment is well organised and supports pupil learning	

CRITERIA FOR JUDGING AN RE LESSON

Satisfactory

Criteria	Achieved
Pupils are well behaved	
Pupils understand what they have to do	
Relationships are constructive	
Pupils enjoy RE	
Progress is slow but taking place	
Pupils can demonstrate some knowledge and understanding of the key beliefs and practices of Christianity and the other faiths studied Eg. Pupils are familiar with the festivals of the Christian year and the stories and beliefs which underpin them	
Knowledge and understanding of RE concepts and ideas is present	
Pupils are able to identify key religious symbols	
Pupils are developing skills of listening and a willingness to learn from others	
Pupils are able to be sensitive to the feelings and ideas of others	
Pupils are becoming aware of the impact of their own ideas and behaviour on others	
Pupils are confident and alert	
Teaching is accurate	
The teacher is aware of the sensitive nature of the subject	
There are clear and focused lesson objectives	
Teaching methods are appropriate	
Teaching meets the needs of all learners. This includes those with learning difficulties Gifted and talented pupils, Boys / girls Pupils with English as an additional language Pupils from diverse religious and ethnic backgrounds	
The teacher establishes an environment in which both teacher and pupils feel confident to draw upon their own beliefs and ideas to enhance the learning	

Pupils are encouraged to seek meaning and interpret texts, artefacts and symbols	
Tasks set engage and keep pupils focused	
Pupils are insufficiently challenged to explore deeper issues	
Pupils are given some scope to express their views	
Pupils are active participants in the lesson	
Lessons allow some opportunities for pupils spiritual, moral, social and cultural development	
Pupils are given opportunities to observe and handle religious artefacts	

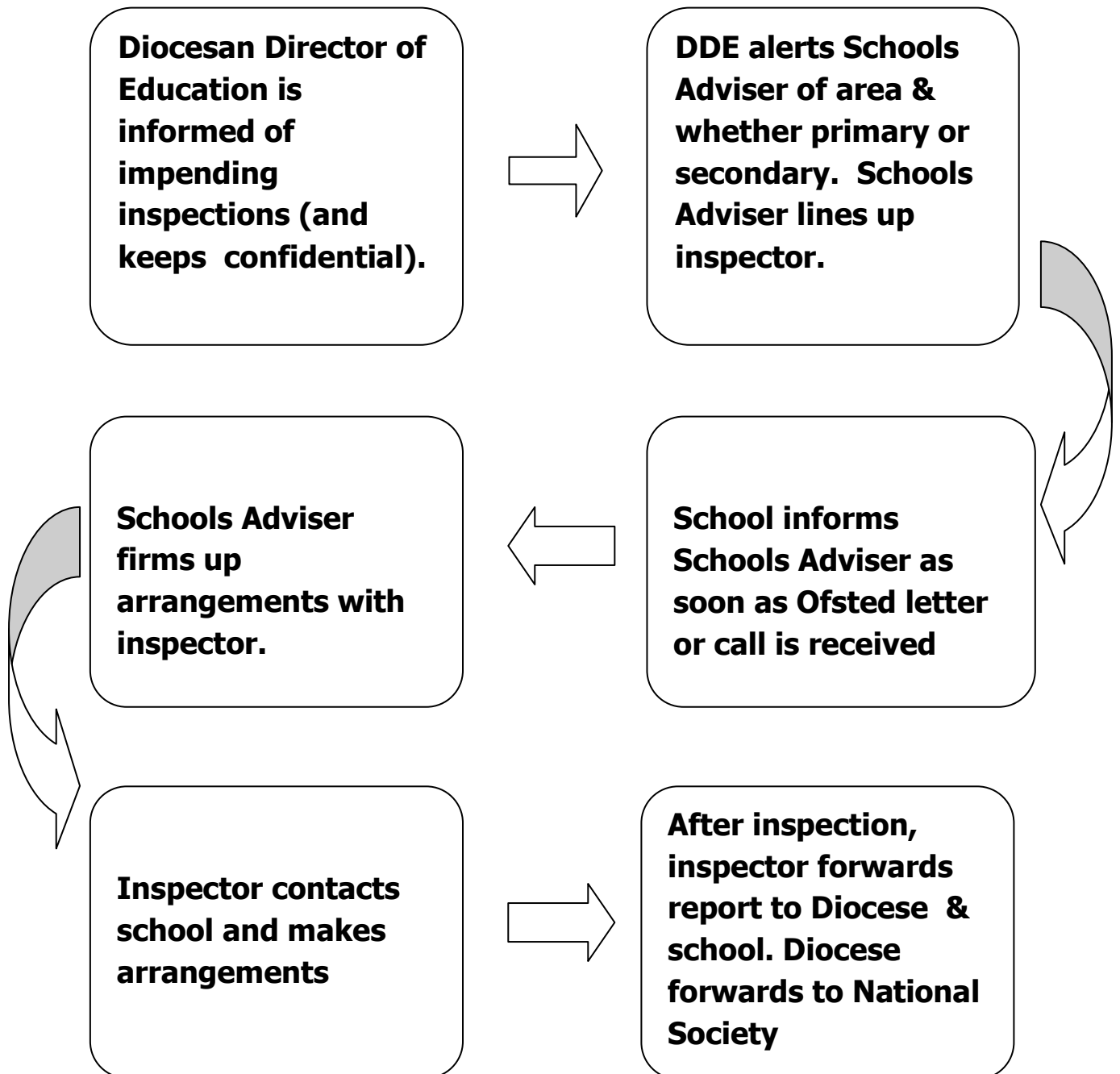
CRITERIA FOR JUDGING AN RE LESSON

Unsatisfactory/ Inadequate

Criteria	Achieved
A significant number of pupils are making no progress in their knowledge and understanding of religious ideas and concepts	
Pupil behaviour is restless and unsettled	
Pupils are under achieving in their knowledge, understanding and skills of RE	
Pupils belittle or abuse others and lack sensitivity	
Teaching is not clearly focused on RE	
The teacher does not have a clear understanding of what constitutes satisfactory RE	
The lesson objectives are unclear	
There are few opportunities for pupils to develop their thinking skills	
The teacher's subject knowledge is inadequate	
Teachers are dependent on a single textbook or source book	
Expectations are low	
Learning objectives are not shared with the pupils	
The pupils' learning is not challenged	
Pupils are not given opportunities to engage with or to handle artefacts	
Lessons are not differentiated to cater for the needs of all learners	
No reference is made to pupils' previous knowledge and understanding	
The pace of learning is slow	
Relationships show a lack of respect	
Teaching is didactic and does not encourage independent learning	

Section 48 Inspection

The Policy for the Diocese of Southwell & Nottingham



How effective are the leadership and management of the school?

Outstanding

- The Christian vision is clearly evident in all public documentation and communications. The headteacher articulates a clear Christian vision for the school. Highly effective pastoral and spiritual links between the Parish/deanery and the school.
- The school's leaders have brought about significant improvement in the quality of provision in RE and collective worship and have raised standards.
- Virtually all staff feel completely confident and comfortable about their part in sharing and developing the school's ongoing vision.
- The school has a clear and strategic view about church school improvement.
- The school enjoys the active, regular and informed support of virtually all the parents in its role as a Christian worshipping community.

Good

- A large majority of all stakeholders speak confidently and accurately about the schools Christian vision.
- Staff receive good support and a good level challenge from the school leaders.
- The school community has received regular CPD opportunities as part of the ongoing improvement of the school as a church school.
- The school is inclusive in its evaluation of itself as a church school and ensures that all stakeholders contribute to the school improvement.
- There is regular meaningful involvement in the school by other faiths groups, other Christian denominations and community groups and partners.

Satisfactory

- The Christian vision is evident in most public documentation and communications.
- Support from the school leaders is secure but the challenge to bring about improvements is focused only on the weak areas.
- Members of the school community have received some CPD opportunities as part of the ongoing improvement of the school as a church school.
- The school has a clear but not necessarily strategic view about church school improvement.
- The school has some productive links with the local church community although these focus more on providing support.

Inadequate

- The Christian vision is not evident in most public documentation and communications. The headteacher's vision for the school makes few and generalised references to Christian values.
- School improvement planning does not reflect the school's Christian status, and the engagement of other staff is limited or non-existent.
- There are few or no recruitment and induction procedures in place to explain and explore the school's Christian character.
- The school has little or no clarity about the issues of church school improvement.
- The school's links with the local church community are rarely productive or supportive, sometimes despite the efforts of the school.

How effective is Religious Education?

Outstanding

- Virtually all learners reach as high or better standards in RE when compared to standards in other core subjects.
- Learning is very effective. RE schemes of work are of a high quality reflecting the latest developments in RE teaching.
- Virtually all learners, whatever their faith background enjoy RE.
- Virtually all lessons provide well-planned opportunities for SMSC development.
- Many good curriculum opportunities exist to explore the Anglican faith, reflecting the NS excellence and distinctiveness document or current diocesan guidelines well.
- The subject is well resourced and staffed.

Good

- The majority of learners reach as high or better standards in RE when compared to standards in other core subjects.
- The majority of lessons are judged good or better.
- In the vast majority of lessons the behaviour and attitudes to learning are good, and sometimes exemplary.
- Learners talk openly about their beliefs and recognise that their view are taken seriously by staff.
- For their ages, learners have a good understanding of the Christian faith and Anglican tradition.
- RE is led by a recognised subject leader who benefits from regular CPD opportunities to maintain his/her expertise.

Satisfactory

- Progress in RE is secure.
- Assessment data are used to guide teacher's planning although this is not always consistent.
- Some curriculum opportunities are taken to explore the Anglican faith.

Inadequate

- Many learners do not achieve the expectations of the locally agreed syllabus.
- Few subjects are judged good or better.
- Learners' views are not valued fully by staff and/or learners.
- Few curriculum opportunities exist to explore the Anglican faith.
- RE is not recognised by many learners and key stakeholders as a priority in the life of the school.

What is the impact of Collective Worship on the School Community?

Outstanding

- Worship occupies a place of vital importance in the life of the school and is a fundamental aspect of its Christian character. Learners clearly articulate the importance of worship and the key Christian values that the school promotes. The school creates an atmosphere of spiritual depth where the presence of God is acknowledged and celebrated by all present.
- The worship involves high levels of participation and a very positive response from those attending.
- The participants make excellent use of prayer, silence and reflection as a means of spiritual growth.
- They know and recognise a variety of Christian prayers, hymns and greetings. The worship is consistently and recognisably Christian and covers the broad spectrum of the Anglican Tradition. Material is used from the worldwide Anglican church.

Good

- Worship occupies a place of central importance and a very positive response from those attending.
- Participants behave well and reflect with enthusiasm on the collective worship. Most staff take an active role as worshippers alongside the learners.
- Other aspects of the whole curriculum are sometimes used to stimulate worship.
- The learners are able to talk about the key Christian festivals and the church year.

Satisfactory

- Most participants make gains in spiritual development as the result of acts of collective worship. The school's policy for worship is implemented and acts of worship are planned.
- Most stakeholders, including governors, staff, parents and learners respond positively to the worship.
- The school observes the major festivals of the church's year and the learners can articulate the key elements of these festivals. Links with the local church are positive.

Inadequate

- Few learners understand the value of worship or gain any knowledge or understanding of key Christian values. Staff and learners are unclear about the differences between assembly and worship and little or no training has been provided for staff.
- The acts of worship provided are uninspiring and the learners' attitudes to worship are neutral and apathetic.
- Very few participants reflect or pray meaningfully as part of collective worship.
- The learners are unable to talk about aspects of the Anglican heritage.

How well does the school, through its distinctive Christian character, meet the needs of all its learners?

Outstanding

- Virtually all learners feel valued and special. School is a place where they feel secure, happy and confident.
- Christian values have a pervasive impact on personal development and on progress in learning.
 - Learners make excellent progress in spiritual awareness. The school uses its Christian character to nourish, encourage and challenge the SMSC development of virtually all learners.
 - Everyone works collaboratively and co-operatively and can talk openly about the way their beliefs have an impact on their professional life.
- Evidence of a Christian character permeates the school.

Good

- A large majority of learners feel valued and special. School is a secure place where they are happy.
- Christian values have a demonstrable impact on personal development and on progress in learning.
 - Learners make good personal progress in spiritual awareness. Learners are able to relate positively to the beliefs, feelings and sensibilities of others.
 - Conflicts are nearly always dealt with compassionately and fairly, in a timely way and in a spirit of forgiveness and reconciliation.
- Evidence of a Christian character is found throughout the school.

Satisfactory

- Most learners feel valued
- Most learners hope for success in the future, and aim to become responsible, compassionate people.
 - The school uses its Christian character to nourish, encourage and challenge the SMSC development of most learners.
 - Most people work collaboratively and co-operatively and are willing to talk openly about their beliefs when the need arises.
 - Accommodation and resources are sufficient to support spiritual reflection, prayer and worship.

Inadequate

- Most learners do not feel valued or special. They do not always enjoy their learning, often finding it pointless.
- Most learners have low levels of hope and aspiration for their futures.
 - Learners are not developing an individual spiritual awareness. The school rarely uses its Christian character to nourish, encourage and challenge the SMSC development of learners.
 - Few people work collaboratively and there is little discussion of how their beliefs have an impact on their professional life.
 - Accommodation and resources are insufficient to support spiritual reflection, prayer or worship.

Specimen Parent Questionnaire

Name of school _____

Please complete with number you feel most appropriate

- 1 = Strongly agree
- 2 = Broadly agree
- 3 = Some concerns
- 4 = Disagree

- | | Yes | No |
|---|--------------------------|--------------------------|
| 1. Are you aware this is a church school? | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Do you believe this is a good church school? | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I believe that children in the school can express their own faith with confidence. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. The school keeps me informed of what is happening at the school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. The school keeps me informed about the RE it provides. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. I am happy with the RE the school provides. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. I am happy with the Collective Worship provided by the school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. I am invited to attend the Collective Worship at the school. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. The school contributes to the spiritual life of the pupils and staff. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. The school has excellent links with the local parish church and the clergy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. The school has links with the diocese. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. The school has links with the wider community. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. The school is a place where everyone is valued. | <input type="checkbox"/> | <input type="checkbox"/> |

14. What I like about the school as a church school is:

15. What I would like to be improved about the school as a church school is:

Specimen Pupil Questionnaire

Name _____

Year Group _____

Yes



Not sure



No



1. I usually like coming to school.
2. Teachers always want me to work really hard.
3. I enjoy RE.
4. I know what level I am working at in RE.
5. I have feedback on my RE work.
6. I know how I can improve in RE.
7. I enjoy Collective Worship.
8. My school teaches me a lot about Christianity and Christian values
9. I behave well at school.
10. All children behave well at school.
11. I feel that teachers listen to my views.
12. I have a good relationship with the teachers.
13. When I do good things I am rewarded.
14. When I have a problem at school I know who to see.

Write a few words or draw a picture to show how you see your school as a church school.