

Self-Evaluation Toolkit for Church Schools

It is important that the Toolkit is used with reference to the National Society Framework for Inspection and the National Society's SIAS Grade Descriptors.

<http://www.natsoc.org.uk/siasdocuments>

<p>Name of school:</p> <p>Type of school (Primary, Secondary):</p> <p>Status (VA, VC, Foundation, Academy):</p> <p>LA:</p> <p>Number on roll:</p> <p>School's Unique reference number:</p>	
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Inspectors will read elements from within your OfSTED SEF. Ensure that your OfSTED SEF provides a full picture of your school.

HOW WELL DOES THE SCHOOL, THROUGH ITS DISTINCTIVE CHRISTIAN CHARACTER, MEET THE NEEDS OF ALL ITS LEARNERS?

Within the context of a distinctively Christian character:

Prompts	Provision	Impact of provision	Evidence of impact	Grade
Ia How well do the school's Christian values have an impact on all learners and enable them to flourish as individuals?				
Christian values underpinning the life of the school Individual learners nurtured as children of God Whole curriculum Extra curricular opportunities Academic achievement <i>Diocesan expectation 1.1.a, 1.1.b</i>				
Ib How well does the Christian character support the spiritual, moral, social and cultural development of all learners whether they are Christian, of other faiths or of none?				
The distinctive Christian character impacts on: <ul style="list-style-type: none"> • spiritual • moral • social • cultural • community cohesion • citizenship Learners relate social and personal issues to Christian teaching <i>Diocesan expectation 1.4.a, 1.4.b, 1.4.c, 1.5.0, 1.5.a, 1.5.c, 1.5.d, 3.3.c</i>				
Ic How well does the Christian character of the school prepare learners to become responsible citizens?				
Examples of faith based activities and Christian service and care for others in preparing learners to become responsible citizens Diocesan Expectation 1.4.a, 1.4.b, 1.4.c				

Id How effectively do key Christian values motivate the relationships between all members of the school community?				
<p>Influence of the school's identified distinctive Christian values on relationships between:</p> <ul style="list-style-type: none"> • learners • learners and adults • parents • staff • governors • church community • visitors <p>Inclusion Behaviour policy Complaints procedures Conflict resolution <i>Diocesan Expectation 1.2.0, 1.2.a</i></p>				
Ie How well is the spiritual development of learners enhanced by the school environment?				
<p>Focus for reflection Interactive displays Use of outside space Use of common space Quiet areas Prayer corners Respect for creation Symbols and artefacts</p> <p>Engagement of learners to actively care for the environment <i>Diocesan Expectation 1.1.0, 1.4.b, 3.3.g</i></p>				
Identified areas for development:				
Overall grade: 1 2 3 4				

WHAT IS THE IMPACT OF COLLECTIVE WORSHIP ON THE SCHOOL COMMUNITY?

Within the context of a distinctively Christian character:

Prompts	Provision	Impact of provision	Evidence of impact	Grade
2a How positive are learners' attitudes to collective worship?				
How learners respond How learners participate How learners share in leadership Evaluations from learners Parents' feedback <i>Diocesan expectation 2.2.a, 2.2.b, 2.4.0, 2.4.a, 2.4.b</i>				
2b To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?				
The Impact of worship on beliefs, attitudes and behaviour Affective and empathetic responses including social and emotional aspects of learning The sharing of common values and the bringing together of all that is of value in the life of the school community Refer to evidence from those of Christian faith, of other faiths and of no faith <i>Diocesan expectation 2.1.g, 2.1.h, 2.2.a, 2.4.b,</i>				
2c How well does collective worship develop learners' understanding of Anglican/Methodist/ecumenical traditions and practice?				
Learners' familiarity with and (where appropriate) use of a wide variety of Anglican/Methodist/ecumenical forms of worship:				

<ul style="list-style-type: none"> • liturgy • prayer • Bible • music • symbolism • use of silence • Eucharist • understanding of festivals • saints' days • church calendar <p>Worldwide Anglican/Methodist communions Other Christian traditions Respect for other faith traditions</p> <p>Involvement in life of parish <i>Diocesan Expectation 2.2.b, 2.2.d, 2.2.e, 2.2.g, 2.2.h, 2.3.0, 2.3.b</i></p>				
<p>2d How effectively is the importance of worship demonstrated in the life of the school?</p>				
<p>Place of worship in school development plan/improvement planning/budget</p> <p>INSET opportunities</p> <p>Policies and documentation</p> <p>Planning, recording and evaluation</p> <p>Compliance with legislation</p> <p>Timetabling</p> <p>Resources</p> <p>Adult attendance:</p> <ul style="list-style-type: none"> • all staff • parents • governors • visitors • church community <p>Suitability of the collective worship space</p> <ul style="list-style-type: none"> • school Hall • Classrooms <p>Collective worship governor or worship committee</p>				

<i>Diocesan expectation 2.1.0, 2.1.a, 2.1.c, 2.1.d, 2.1.e, 2.1.f, 2.2.c, 2.2.f, 2.3.a, 2.3.b, 2.4.a, 2.4.b, 4.1.a</i>				
Identified areas for development:				
<div style="text-align: right;">Overall grade: 2 3 4</div>				

HOW EFFECTIVE IS THE RELIGIOUS EDUCATION?

Within the context of a distinctively Christian character:

Prompts	Provision	Impact of provision	Evidence of impact	Grade
3a How high are the standards and how well do all learners achieve in RE?				
Assessment data to measure individual progress Comparison of standards in RE with core subjects Diocesan expectations 3.3.a, 3.3.b				
3b How effective are learning and teaching in RE?				
Learners' knowledge and understanding of Christianity and other faiths Development of skills (personal learning and thinking skills) Range of creative learning styles Syllabus Medium term planning Scheme of work AFL (assessment for learning) Monitoring of religious education <i>Diocesan Expectation 3.1.e, 3.1.f, 3.2.0, 3.2.c, 3.2.f, 3.2.g, 3.2.k, 3.4.c, 3.4.d, 3.4.e, 3.4.f, .</i>				
3c To what extent do learners of all faiths and of none demonstrate a positive attitude towards RE?				
Pupil voice Use of feedback Pupils withdrawn Parental views <i>Diocesan Expectations 3.1.0, 3.2.j, 3.3.0, 3.3.e, 3.3.h</i>				

3d How well does RE contribute to the spiritual and moral development of all learners?				
<p>Opportunities in the scheme of work to explore their own beliefs and the beliefs of others.</p> <p>Experiential learning including use of visitors and visits and residential with an RE focus</p> <p><i>Diocesan expectation 3.3.c, 3.3.d</i></p>				
3e To what extent does RE promote the distinctive Christian character of the school?				
<p>Learners' knowledge and understanding of denominational practices and traditions</p> <p>RE used to lead and inform wider curriculum planning, integrated themes and cross curricular links</p> <p>School recognised locally as a leading school for RE</p> <p><i>Diocesan expectation 3.1.c, 3.2.a, 3.2.b, 3.2.c, 3.2.f, 3.3.0, 3.3.f, 3.4.a, 3.4.g</i></p>				
3f To what extent does RE promote community cohesion through an understanding of and respect for diverse communities?				
<p>Learning about and from:</p> <ul style="list-style-type: none"> • Christianity as a multi- cultural faith and the global representation of the Christian faith • other faiths including those represented in the school, faith traditions in the area, and faiths represented in the UK <p>Climate of openness and a framework for discussion where all feel valued and listened to</p> <p>Faith communities' support</p> <p><i>Diocesan Expectations 3.4.a, 3.4.b, 3.4.g</i></p>				

3g How effectively is the importance of RE demonstrated in the life of the school?

Place of RE on the school development plan Place of RE in the curriculum Time allocation Staffing INSET RE governor Resources <i>Diocesan expectation 3.1.0, 3.1.a, 3.1.c, 3.1.d, 3.1.e, 3.1.f, 3.1.g, 3.2.0, 3.3.0, 3.3.c, 3.4.0, 3.4.a, 3.4.b, 3.4.c, 3.4.d, 3.4.e, 3.4.f, 3.4.g, 4.1.a</i>				
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Identified areas for development:

Overall grade: | 2 3 4

HOW EFFECTIVE ARE THE LEADERSHIP AND MANAGEMENT OF THE SCHOOL AS A CHURCH SCHOOL?

Within the context of a distinctively Christian character:

Prompts	Provision	Impact of provision	Evidence of impact	Grade
4a How well has the school leadership (including the governors) engaged with distinctive Christian values in developing its vision for the school?				
Key Christian values: in what ways are these distinctively Christian? Who was involved in developing them? <i>Diocesan Expectation 1.1.c, 1.1.d, 3.3.g, 4.1.0, 4.2.0, 4.2.a, 4.2.b, 4.3.b,</i>				
4b How well is this vision understood by all stakeholders?				
Opportunities to reflect on practical expressions of values Examples of how values are articulated in school life <i>Diocesan Expectation 1.1.c, 1.1.d, 3.3.g, 4.1.0, 4.2.0, 4.2.a, 4.2.b, 4.3.b,</i>				
4c How well do leaders and governors ensure that this vision is put into practice by all members of the school community?				
Management of church school self evaluation process Changes effected following initiatives from all stake holders Leadership of RE and CW Continuing personal/spiritual development Induction of all new stakeholders <i>Diocesan Expectation 1.2.0, 4.1.a, 4.1.b, 4.1.e, 4.2.d, 4.1.e,</i>				

4d How well are leaders and governors preparing for the future leadership of Church schools?

Identification of potential leaders Professional development of all adults Opportunities for adult spiritual development				
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4e How effective is the partnership between the school, the church and the wider community, including the parents?

Varied involvement at all levels of school life in the following: Relationships with the Church: <ul style="list-style-type: none"> • local • diocesan • global Relationships with other denominations and faiths Relationships with the community and global links <i>Diocesan expectations 1.3.0, 1.4.d, 4.1.0, 4.1.a, 4.1.b, 4.1.e, 4.1.f, 4.1.g, 4.2.0, 4.2.c, 4.2.d, , 4.3.0,</i>				
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Identified areas for development:

Overall grade: | 2 3 4

From the evidence in the Self Evaluation Toolkit, please complete these three boxes

Summary judgement:

Areas in which the school feels it does well:

Areas which the school feels it should develop further:

This form has been adapted from the National Society SEF, updated April 2009