

York Diocesan Board of Education
Supporting Christian Education

**Statutory Inspection of Anglican Schools
(SIAS)**

**HANDBOOK FOR SCHOOLS AND
INSPECTORS**

Contents

1. Introduction	p 2
2. The inspection procedure in the Diocese of York	p 4
3. Preparing for inspection	p 6
4. The pre-inspection briefing	p 8
5. The inspection	p 9
6. The report	p 10
7. The appeals procedure	p 11

Appendix 1 – SIAS arrangements under the new framework

Appendix 2 – SEF grade descriptors

Appendix 3– Self Evaluation

Appendix 4 – Sample questionnaires

Appendix 5 – Model contract

Appendix 6 – Example document request

Appendix 7 – Example timetable request

Appendix 8 – Possible questions for the inspection day

1. Introduction

1.1 The framework

The governing body (for aided schools) or foundation governors (for controlled schools) of Church of England schools are responsible in law for the appointment of a person to undertake the inspection of denominational education and collective worship in their schools. They are required to choose the inspector after consultation with their respective Diocesan Board of Education.

In order to minimise the workload for schools the inspection is organised by officers of York Diocesan Board of Education. If schools have any concerns about the appointed inspector they should contact the office immediately so alternative arrangements can be made.

Academies

Church academies have a clause written into their funding agreement which requires the Academy Trust to ensure that the quality of Religious Education and the contents of the Academy's collective worship given in accordance with the tenets and practice of the Church of England are inspected.

In practice the SIAS inspection will be organised in a similar way to that of all maintained CE schools in the Diocese of York.

1.2. The purposes of the Statutory Inspection of Anglican Schools are:

- to provide an evaluation of the distinctiveness and effectiveness of the Church of England school for the governing body, the school, the parents, the diocese, the National Society and the wider public;
- to meet the requirements of Section 48 of the Education Act 2005 for schools which have a religious character;
- to verify the outcome of the school's self-evaluation;
- to make a significant contribution to improvement in Church schools.

The key characteristic of the Statutory Inspection of Anglican Schools is the focus on the effect that the Christian ethos of the Church school has on the learner.

This impact will be judged by exploring four key questions:

1. How well does the school, through its distinctive Christian character, meet the needs of all learners?
2. What is the impact of collective worship on the school community?
3. How effective is the religious education? (aided schools/academies that were formerly aided)
4. How effective are the leadership and management of the school as a church school?

1.3. The core principles for the Statutory Inspection of Anglican Schools (SIAS) are to:

- focus on learners;
- relate sensitively to the self-evaluation and context of the school;
- apply the highest possible standards of inspection practice;
- focus on the evaluation of distinctiveness and effectiveness;
- stimulate improvement and affirm success.

1.4. The relationship with the Ofsted inspection.

The Statutory Inspection of Anglican Schools reports will provide a different but complementary perspective on Church of England schools in relation to Ofsted's findings.

The Statutory Inspection of Anglican Schools will normally take place within the three weeks following the Ofsted inspection.

However in some circumstances in order to comply with the requirement for a diocese to schedule a SIAS no less than 3 years after and within 5 school years since the end of the school year in which its last s48 inspection took place, concurrency may not be possible. In these circumstances the Diocese schedules the SIAS inspection within five school years since the end of the school year in which its last s48 inspection took place. The Diocese informs The National Society of the date of inspection. **(Please refer to the separate SIAS arrangements document outlining timings in full)**

1.5. Supplementary Questions

The inspection will address each key question, using supplementary questions as a guide to inform the final grading. Each key question will be given one of four grades – **outstanding, good, satisfactory** or **inadequate**.

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

- How well do the school's Christian values have an impact on all learners and enable them to flourish as individuals?
- How well does the Christian character support the spiritual, moral, social and cultural (SMSC) development of all learners whether they are Christian, of other faiths, or of none?
- How well does the Christian character of the school prepare learners to become responsible citizens?
- How well do key Christian values motivate the relationships between all members of the school community?
- How well is the spiritual development of learners enhanced by the school environment?

What is the impact of collective worship on the school community?

- How positive are learners' attitudes to collective worship?
- To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?
- How well does collective worship develop learners' understanding of Anglican traditions and practice?
- How effectively is the importance of worship demonstrated in the life of the school?

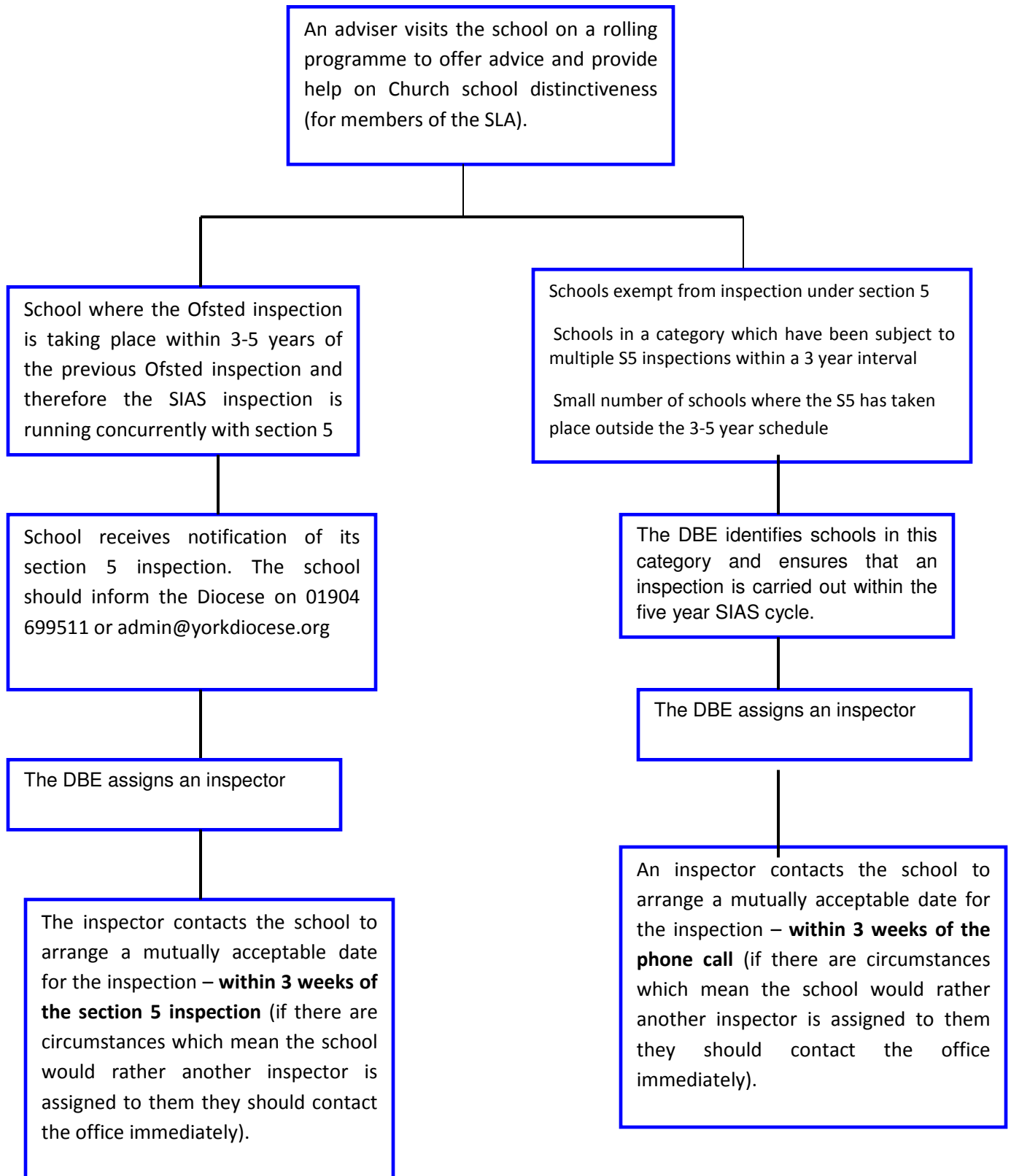
How effective is the religious education?

- How high are the standards and how well do all learners achieve in RE?
- How effective are learning and teaching in RE?
- To what extent do learners of all faiths and of none demonstrate a positive attitude towards RE?
- How well does RE contribute to the spiritual and moral development of all learners?
- To what extent does RE promote the distinctive Christian character of the school?
- To what extent does RE promote community cohesion through an understanding of and respect for diverse faith communities?
- How effectively is the importance of RE demonstrated in the life of the school?

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

- How well has the school leadership (including governors) engaged with distinctive Christian values in developing their vision for the school?
- How well is this vision understood by all stakeholders?
- How well do leaders and governors ensure that this vision is put into practice by all members of the school community?
- How well are leaders and governors preparing for the future leadership of church schools?
- How effective is the partnership between the school, the church and the wider community, including the parents?

2. The inspection procedure in the Diocese of York
(Please also refer to the separate SIAS arrangements document outlining timings in full)



The school sends documents to the inspector (see 'preparing for SIAS inspections')

The inspector sends the school a pre-inspection briefing (generally about 2 or 3 days prior to the inspection) with timetable requests.

On the day of the inspection, the inspector observes acts of collective worship, religious education lessons (aided schools/academies that were previously aided) and interviews various members of the school community such as pupils, the local incumbent, chair of governors, foundation governors and parents (these will be requested with the pre-inspection briefing and timetable).

At the end of the day the inspector gives verbal feedback with the main points that will be mentioned in the report. **At this point the judgements may be subject to change following the quality assurance process. Schools should be aware that the judgements are not to be published in any way until the final report has been received.**

The inspector writes a draft report which is then sent to the Diocese for critical reading (this should be within 5 working days of the inspection).

The **draft** report is sent to the school to check **factual** accuracy.

The final report is sent to the school for publication to parents **within 15 working days of the inspection.**

3. Preparing for inspection

3.1 Adviser visit

Schools that are members of the diocesan Family of Schools will be visited by an adviser on a rolling programme.

The purpose of this is to provide schools with advice and ideas on church school distinctiveness and to facilitate improvement in this area.

The adviser will support schools in their preparation for self-evaluation as a church school. If schools that are not members of the Family of Schools wish to have such a visit they should contact Anita Ranyell, Education Administrator; schools will be charged for this.

3.2 Self-evaluation as a church school

The main point to be emphasized is that self-evaluation should be an ongoing process and should not be undertaken purely for the inspection. Self-evaluation should also involve a number of members from the school community; it is not a job for the headteacher alone.

Inspectors will ask to see the school's SIAS toolkit. As well as a tool for school improvement, the school's self-evaluation is the main source of information for the inspector and will provide the basis for the pre-inspection briefing and the focus for the inspection day.

Depending on the quality of the self-evaluation recorded, the school's evaluation may seem an accurate reflection of itself. In such cases the inspection will reflect this view. However, if inconsistencies within the school's documentation are found, or if the school's documents are more descriptive than evaluative, the school's views may be challenged or the need for more evidence will be suggested prior to the inspection.

It is important that before embarking upon self-evaluation, an initial brief analysis is undertaken, across the key questions.

This exercise is best executed as follows:

- Step 1 – a meeting with two groups, consisting of the governing body and the staff. At this meeting those present have a copy of the SIAS grade descriptors and the governors checklist and complete a 'best-fit' exercise. This includes making an assessment for each sub question and an overall grade for each of the four key questions. A helpful document to support this exercise is the 'self evaluation checklist for church schools', (see appendix 2 and also available on the Diocese of York website. <http://www.dioceseofyork.org.uk/your-schools/governors/evaluation-and-inspection/>)
- Step 2 – collate the information collected from the staff and the governing body.
- Step 3 – include the information in the school's general self-evaluation document.

You will now have a clearer idea as to what your strengths and weaknesses are.

- Step 4 – decide on your priority for development and put this, together with an appropriate action plan, into your School Improvement Plan.

The inspector will question the involvement of parents and pupils in making a judgement about the effectiveness of the school as a church school. Schools should ensure that they include questions specifically about this area in any consultation with parents and pupils.

3.3 Health check support

As part of the Diocese of York service level agreement, schools are entitled to a health check in alternate years to provide ongoing support for self evaluation

The health check is intended to be advisory and developmental and will be based around the key questions for SIAS

The health check visit can focus on several of the following areas:

- A learning walk to explore the physical evidence of Christian character
- Observation of collective worship with feedback and guidance
- Observation of part of an RE lesson with feedback and guidance
- A pupil voice session
- Discussions with headteacher, collective worship/RE coordinator, foundation governor(s), and/or vicar (and other stakeholders as appropriate) - to focus on the school as a church school
- A detailed look at self evaluation materials such as the completed SIAS toolkit
- A detailed look at policy and planning documents with advice and guidance

The healthcheck is also available to schools not in the SLA for a fixed price. For further information contact the Schools Administrator 01904 699511 or admin@yorkdiocese.org

3.4 Documentation

The evidence to be made available to an inspector will probably be the following:

- documentation used to support the school's self-evaluation as a church school (SIAS toolkit)
- any summary self-evaluation document the school has constructed
- The previous section 48 inspection report.

In addition to this schools may wish to provide other documents such as: Collective Worship and RE policies; evaluation or assessment records; school prospectus. **Schools in the Diocese of York are advised that providing such evidence is valuable in helping the inspector prepare for the inspection. However it is important that schools do not undertake any extra work in order to prepare such documents merely for the inspection and inspectors should not place any undue pressure on schools by insisting on such documentation.**

4. The pre-inspection briefing

Inspection preparation begins with the inspector's analysis of the available evidence. The analysis and hypotheses developed will lead to a set of issues that will be explored when gathering evidence in the school.

This analysis is then summarized in the pre-inspection briefing which is sent to the school, by email, post or other means so that the headteacher, staff and governors can examine it prior to the inspection.

The pre-inspection briefing will cover the ground of the SIAS inspection framework and will be structured according to the four key questions in the framework:

- How well does the school, through its distinctive Christian character, meet the needs of all learners?
- What is the impact of collective worship on the school community?
- How effective is religious education? (aided schools/academies that were formerly aided)
- How effective are the leadership and management of the school as a church school?

Each section of the briefing is structured under three subheadings:

- summary analysis
- hypothesis
- issues to explore.

The style is flexible and the text could be in continuous prose, bullet points, or a combination of the two.

Included in the briefing will be:

- The inspector's interpretation of the school's evidence
- Coverage of the relevant subsidiary questions in the SIAS inspection framework
- Potential strengths and areas for development
- Development since the last inspection
- Tentative views so far.

Schools are advised to read the pre-inspection briefing carefully as it will indicate the focus for the inspection and allow schools to gather relevant evidence for the inspection.

5. The inspection

Primary schools will have a one day inspection, whilst secondary schools and secondary academies will have a two day inspection.

The inspector will have sent the school the pre-inspection briefing prior to the visit with timetable requests (see appendix 6 for example).

The format of the day will be based on the school's working day, the inspector's requirements and the issues identified in the pre-inspection briefing. It may include a mixture of lesson observation, interviews, book scrutiny and observation of an act of collective worship.

The final judgement will be made using the following evidence:

Listening to learners – discussion with children clearly indicates how far policies and actions are embedded as well as providing evidence of the impact of the school's distinctiveness on those in the school community.

Discussion with staff, governors, clergy, parents and others, to verify the self-evaluation findings on the Christian distinctiveness of the school.

Observation of lessons and acts of worship, in whole or in part.

Evidence trails, which pick up on examples of evidence supporting self-evaluation.

Policies, plans and assertions, whether communicated orally or in writing, are not in themselves indicators of effectiveness. Inspectors will determine whether key events, such as acts of worship, are a **regular** and **embedded** feature of the school's life and whether there is evidence of a genuine history of their impact on the ethos of the school.

Although Religious Education (RE) is not inspected as a subject in voluntary controlled schools or academies that were formerly controlled, its impact on the school's Christian distinctiveness will be examined. Inspectors may wish to undertake a brief lesson observation and look at a small number of examples of work. This will be discussed with the school prior to the inspection day.

The inspection will finish in the mid afternoon and the inspector will then spend some time collating the evidence and coming to a judgement.

This judgement will be communicated to the school in a feedback session at the end of the day.

At this point the main judgements are shared with the school however it must be emphasised that at this point they are still subject to change following the quality assurance process.

6. The Report

The report will answer the key questions set out in the SIAS framework and give a **summary judgement** about the school as a whole. The summary judgement will be stated first and the sections that lead to the summary judgement will follow.

As with all sections, the bold headline judgement will use one of the four words outstanding, good, satisfactory or inadequate. **Inspectors may not hedge their judgements with variations such as ‘satisfactory with many good features’**

6.1 Established Strengths

The section on established strengths should contain no more than four bullet points. They will be:

- in order of priority, most important first
- genuine strengths that have been highlighted, though not necessarily using exactly the same words, in the text of one or more of the main sections

6.2 Focuses for development

The section on the focus for development should similarly have no more than four bullet points. They will be:

- the most important things that the school needs to do to improve, avoiding minor points
- in order of priority, most important first

6.3 The quality assurance process (critical read)

The process of critical reading is designed to do two things:

- ensure that the report under scrutiny is of sufficiently high quality to be of use to the school and its stakeholders in bringing about improvement
- improve the quality of future reports.

The prime responsibility for ensuring each SIAS report is of sufficiently high quality falls to the inspector.

The critical reading role undertaken by the Diocese is to provide a view of the quality of the work of each section 48 inspector.

- Critical readers ensure that all reports comply with the requirements of the SIAS framework, that inspectors follow the guidance issued by the National Society and that the report is fit for publication.
- Inspectors are, therefore, expected to take the advice of their critical reader.
- Critical readers will not routinely take over the responsibility for preparing the report for publication, however, as this belongs to the inspector.

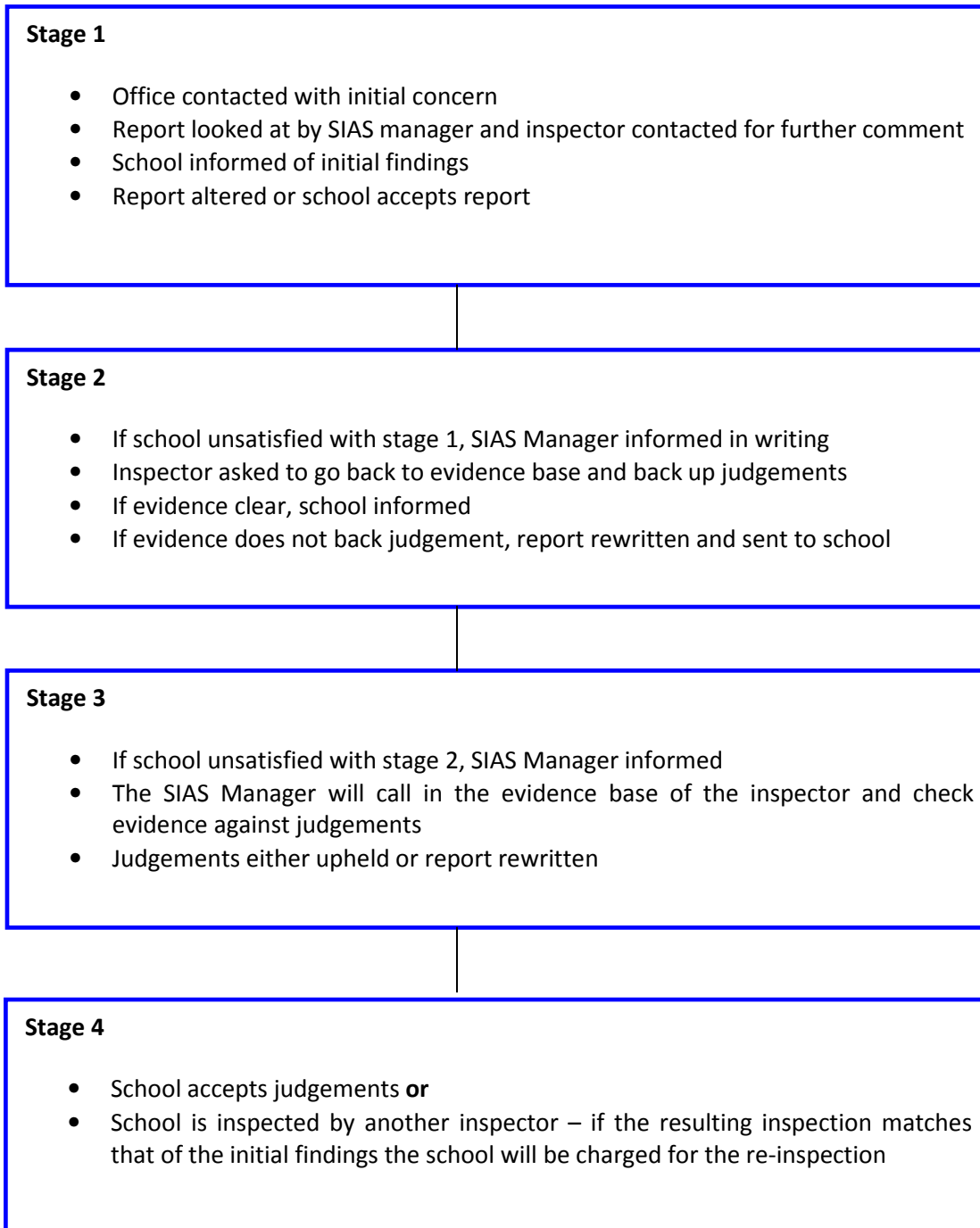
The critical reader may question the grading when the report text seems at variance to it and will ask the inspector either to provide further evidence in the text or consider amending the grade – but the final decision is the inspector’s (who holds the evidence) and there will not be a ‘negotiation’ with the school. Schools should follow the appeals procedure if they feel the inspection has not been carried out in a correct manner.

7. Appeals

Should a school have a concern over any inspection then they should contact the SIAS manager at the office as soon as possible.

The judgement of the inspector will normally be upheld once the report has been through the quality assurance process unless it is found that that the inspector has acted unprofessionally or has not used evidence correctly to come to a final judgement.

The appeals process



Appendix 1 - SIAS ARRANGEMENTS UNDER THE NEW FRAMEWORK

SECTION 5 - Ofsted Inspection	SECTION 48 - SIAS inspection
Schools judged outstanding at their most recent inspection are exempt from inspection under section 5. This exemption also applies to an academy converter school whose predecessor achieved an outstanding grade at its most recent inspection.	Diocese schedules SIAS inspection within five school years since the end of the school year in which its last s48 inspection took place. Diocese informs The National Society of the date of inspection.
A school judged as good at its most recent inspection is inspected within five school years of the end of the school year in which its last inspection took place Where Ofsted decides that, following the risk assessment, a school previously judged as good is not to be inspected, they will publish an interim assessment letter. Interim assessment letters are usually published towards the end of the third year from the end of the school year in which the last section 5 inspection took place. The interim assessment letter explains that the school will not be inspected during the period of a year from the date of publication.	This is as the current protocol i.e. the section 5 will act as the trigger for SIAS inspection. Please see additional note regarding frequency that may apply in a small number of cases
A school judged to be satisfactory at its most recent inspection is normally inspected within three school years from the end of the school year in which its last inspection took place. A significant proportion of satisfactory schools will also receive a monitoring inspection to check on their progress following their last full inspection	This is as the current protocol i.e. the section 5 will act as the trigger for SIAS inspection within 3 years since the end of the school year in which its last s48 inspection took place. Please see additional note regarding frequency that may apply in a small number of cases
A school subject to a notice to improve will usually receive a monitoring inspection within six to eight months of its last section 5 inspection. It will usually be re-inspected, under section 5 of the Education Act 2005, within 12–16 months of its last section 5 inspection, although the timing of the re-inspection may be influenced by the outcome of the monitoring inspection	*A school in a category (Notice to Improve or Special Measures) may be subject to multiple s5 within a 3-year interval – this does not in every case trigger a s48. The funding is for one SIAS every 3 school years from the date of the last inspection. Diocese schedules SIAS inspected within three school years since the end of the school year in which its last s48 inspection took place. Diocese informs The National Society of the date of inspection.
A school subject to special measures will usually receive its first monitoring inspection within four to six months of the inspection that made it subject to special measures.	Diocese schedules SIAS inspected within three school years since the end of the school year in which its last s48 inspection took place. Diocese informs The National Society of the date of inspection.

*This also applies to the new category of schools “requires improvement”

NOTE

Please note that in some circumstances in order to comply with the requirement for a diocese to schedule a SIAS no less than 3 years after and within 5 school years since the end of the school year in which its last s48 inspection took place, concurrency may not be possible. In these circumstances the Diocese schedules the SIAS inspection within five school years since the end of the school year in which its last s48 inspection took place. The Diocese informs The National Society of the date of inspection.

Appendix 2 Self-Evaluation – Grade Descriptors

SIAS Grade Descriptors – A guide to rating self-evaluation and inspection judgements

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

Within the context of a distinctively Christian character:

	Outstanding	Good	Satisfactory	Inadequate
How well do the school's Christian values have an impact on all learners and enable them to flourish as individuals?	<p>All stakeholders identify how well Christian values have an impact on the whole curriculum.</p> <p>They describe the impact of these on their own and others' motivation, self image, understanding, achievement and behaviour.</p>	<p>Most stakeholders identify how well Christian values impact on many aspects of the curriculum.</p> <p>They describe the impact of these on many aspects of their own and others' motivation, self image, understanding, achievement and behaviour.</p>	<p>Some stakeholders identify how well Christian values impact on key aspects of the curriculum.</p> <p>They describe the impact of these on key aspects of their own and others' motivation, understanding, achievement and behaviour.</p>	<p>Few stakeholders identify how well Christian values have an impact on the curriculum.</p> <p>There is little evidence of them having an impact on their own and others' motivation, understanding, achievement and behaviour.</p>
How well does the Christian character support the SMSC development of all learners whether they are Christian, of other faiths or of none?	<p>Across the whole curriculum Christian values consistently encourage, nourish and challenge the SMSC development of all learners.</p>	<p>Across the whole curriculum Christian values significantly encourage, nourish and challenge the SMSC development of most learners.</p>	<p>Across some of the curriculum Christian values encourage, nourish and challenge the SMSC development of some learners.</p>	<p>There is little evidence of Christian values encouraging, nourishing and challenging the SMSC development of learners.</p>
How well does the Christian character of the school prepare learners to become responsible citizens?	<p>The Christian character of the school has a major impact on the learners' understanding of their role in local, national and global communities.</p>	<p>The Christian character of the school has a significant impact on the learners' understanding of their role in local, national and global communities.</p>	<p>The Christian character of the school has some impact on the learners' understanding of their role in local, national and global communities.</p>	<p>The Christian character of the school has little impact on the learners' understanding of their role in local, national and global communities.</p>

	Outstanding	Good	Satisfactory	Inadequate
How well do Christian values motivate the relationships between all members of the school community?	<p>All stakeholders relate well to others and work cooperatively, relating their behaviour to Christian values.</p> <p>Conflict and complaints are consistently resolved speedily, compassionately and in a spirit of reconciliation and justice.</p>	<p>Most stakeholders relate well to others and work cooperatively, relating their behaviour to Christian values.</p> <p>Conflict and complaints are normally resolved speedily, compassionately and in a spirit of reconciliation and justice.</p>	<p>Some stakeholders relate well to others and work cooperatively, relating their behaviour to Christian values.</p> <p>Conflict and complaints are generally resolved speedily, compassionately and in a spirit of reconciliation and justice.</p>	<p>Some stakeholders do not relate well to each other or work cooperatively.</p> <p>Conflicts or complaints are not resolved well.</p>
How well is the spiritual development of learners enhanced by the school environment?	<p>The school environment makes a major contribution to the spiritual development of all learners.</p>	<p>The school environment makes a significant contribution to the spiritual development of most learners.</p>	<p>The school environment makes some contribution to the spiritual development of some learners.</p>	<p>The school environment has limited impact on the spiritual development of learners.</p>

What is the impact of collective worship on the school community?

Within the context of a distinctively Christian character:

	Outstanding	Good	Satisfactory	Inadequate
How positive are learners' attitudes to collective worship?	Learners are always engaged during worship. They enjoy the worship and express enthusiasm for it. Learners frequently lead significant aspects of worship.	Learners are consistently engaged during worship. They enjoy the worship and talk about it with interest. Learners frequently take an active part in worship.	Learners are normally engaged during worship. They enjoy the worship and are mostly positive about it. Learners occasionally take an active part in worship.	Learners are not consistently engaged during worship or the behaviour of some prevents the engagement of others. A significant number do not enjoy worship or express negative attitudes toward it. Learners are largely passive in worship.
To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?	All members of the school community, regardless of background, feel included and affirmed by worship. Worship inspires the thinking and day to day actions of the whole school community.	Most members of the school community, regardless of background, feel included and affirmed by worship. Worship often influences the thinking and day to day actions of the school community.	Some members of the school community, regardless of background, feel included and affirmed by worship. Worship sometimes informs the thinking and day to day actions of the school community.	Only a minority of learners feel included or affirmed by worship. Worship only occasionally influences the thinking and day to day actions of the school community.
How well does collective worship develop learners' understanding of Anglican traditions and practice?	Learners experience and are familiar with a range of Anglican tradition and practice.	Learners experience and are familiar with some examples of Anglican tradition and practice.	Learners experience on occasion Anglican tradition and practice.	Learners have a limited experience of Anglican tradition and practice.
How effectively is the importance of worship demonstrated in the life of the school?	The planning of collective worship is always thorough and creative, involving a wide variety of stakeholders.	The planning of collective worship is usually thorough and creative, involving a range of stakeholders.	The planning of collective worship is effective. A record is kept of the	The planning of collective worship is inconsistent. No recording or evaluation

	A formal system of evaluation is in place which shapes future planning and leads to improvement.	Worship is regularly evaluated which is taken into account in planning.	themes covered in worship.	of worship takes place.
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How effective is the Religious Education?

Within the context of a distinctively Christian character:

	Outstanding	Good	Satisfactory	Inadequate
How high are standards and how well do all learners achieve in RE?	Learners make outstanding progress across each key stage.	Learners make above average progress across each key stage.	Learners make average progress across each key stage.	Learners make below average progress across each key stage.
How effective are learning and teaching in RE?	<p>Full and consistent use is made of assessment data to inform teaching and learning. A wide range of learning strategies appropriate to learners' needs and subject content is evident.</p> <p>Learners are always reflective, understanding how they learn, and actively identify how to improve.</p>	<p>Regular use is made of assessment data to inform teaching and learning. A range of learning strategies appropriate to learners' needs and subject content is evident.</p> <p>Learners are often reflective and are actively engaged in their learning and assessment.</p>	<p>Use is normally made of assessment data to inform teaching and learning. A limited range of learning strategies appropriate to learners' needs and subject content is evident.</p> <p>Learners are reflective and are developing an engagement in their learning and assessment.</p>	<p>Ineffective use is made of assessment data. Learning strategies are inappropriate to learners' needs or subject content.</p> <p>Learners are not engaged in their learning in RE.</p>
To what extent do learners of all faiths and of none demonstrate a positive attitude towards RE?	Learners express enthusiasm about RE and reflect on their learning to develop understanding of their own experience and beliefs.	Learners enjoy RE and can relate their learning to their own experience and beliefs.	Learners enjoy RE and recognise the importance of the subject.	Significant numbers of learners do not enjoy or see the relevance of RE.
How well does RE contribute to the spiritual and moral development of all learners?	<p>Learners are confident in their spiritual and moral awareness through reflection on their experiences in RE.</p> <p>Learners have an enthusiasm to explore</p>	<p>Learners develop a growing spiritual and moral awareness through reflection on their experiences in RE.</p> <p>Learners talk confidently and with respect about their</p>	<p>Learners explore spiritual and moral awareness through reflection on their experiences in RE.</p> <p>Learners talk openly and with respect about their beliefs and those of others</p>	<p>Experiences in RE contribute little to learners' spiritual and moral awareness.</p> <p>Learners find it difficult to talk about their own beliefs or respect the beliefs of</p>

	openly and with respect their beliefs and those of others.	beliefs and those of others.		others
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	Outstanding	Good	Satisfactory	Inadequate
To what extent does RE promote the distinctive Christian character of the school?	<p>The relevance of religion and faith informs planning across most areas of the curriculum.</p> <p>Learners have an effective understanding of Christian faith and practice.</p>	<p>The relevance of religion and faith contributes to other parts of the curriculum.</p> <p>Learners have a growing understanding of Christian faith and practice.</p>	<p>The relevance of religion and faith links to some areas of the curriculum.</p> <p>Learners have some understanding of Christian faith and practice.</p>	<p>The relevance of religion and faith rarely links to other areas of the curriculum.</p> <p>Learners have little understanding of Christian faith and practice.</p>
To what extent does RE promote community cohesion through an understanding of and respect for diverse faith communities?	<p>Learners and adults celebrate religious and cultural diversity in school, locally, nationally and globally.</p>	<p>Learners and adults value religious and cultural diversity in school, locally, nationally and globally.</p>	<p>Learners and adults affirm religious and cultural diversity in school, locally, nationally and globally.</p>	<p>Negative responses toward religious and cultural diversity are not challenged by adults or learners.</p>
How effectively is the importance of RE demonstrated in the life of the school?	<p>Standards in RE are above standards in other core subjects.</p> <p>Senior leaders ensure leadership, monitoring, planning, resources, subject expertise, INSET and external support for RE lead to outstanding learning.</p>	<p>Standards in RE are in line with standards in other core subjects.</p> <p>Senior leaders ensure leadership, monitoring, planning, resources, subject expertise, INSET and external support for RE lead to good learning.</p>	<p>Standards in RE are normally in line with standards in other core subjects.</p> <p>Senior leaders ensure leadership, monitoring, planning, resources, subject expertise, INSET and external support for RE lead to satisfactory learning.</p>	<p>Standards in RE are significantly below standards in other core subjects</p> <p>There is limited effective leadership, monitoring, planning, resourcing, subject expertise, or INSET in RE. Senior leaders provide limited external support.</p>

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

Within the context of a distinctively Christian character:

	Outstanding	Good	Satisfactory	Inadequate
How well has the school leadership (including governors) engaged with distinctive Christian values in developing their vision for the school?	<p>School leaders and governors have a clear vision of how distinctive Christian values are central to every aspect of the school's life.</p> <p>All stakeholders are engaged in regular reviews of the school's Christian values.</p>	<p>School leaders and governors have a vision of how distinctive Christian values influence most aspects of the school's life.</p> <p>Most stakeholders are involved in reviews of the school's Christian values from time to time.</p>	<p>School leaders and governors have a developing vision of how distinctive Christian values affect the school's life.</p> <p>Some stakeholders are consulted in reviews of the school's Christian values.</p>	<p>School leaders and governors have a limited vision of how distinctive Christian values affect the school's life.</p> <p>There is little consultation with stakeholders on the school's Christian values.</p>
How well is this vision understood by all stakeholders?	Learners and adults readily articulate how the school's Christian values enrich attitudes and behaviours throughout the school and community.	Learners and adults can articulate how the school's Christian values influence attitudes and behaviours across the school.	Learners and adults are aware of the impact of the school's Christian values on attitudes and behaviours in the school.	Learners and adults have difficulty in linking the school's Christian values to attitudes and behaviours in the school.
How well do leaders and governors ensure that this vision is put into practice by all members of the school community?	<p>Leaders and governors ensure that all stakeholders are engaged in robust self evaluation that drives development planning.</p> <p>Issues identified by stakeholders are consistently addressed.</p>	<p>Leaders and governors ensure that all stakeholders contribute to regular self evaluation that informs development planning.</p> <p>Issues identified by stakeholders are largely addressed.</p>	<p>Leaders and governors ensure that most stakeholders contribute to self evaluation that informs some development planning.</p> <p>Some issues identified by stakeholders are addressed.</p>	<p>Leaders and governors do not monitor effectively.</p> <p>Self evaluation does not attend to the distinctive Christian character of the school or the views of stakeholders.</p>
How well are leaders and governors preparing for the future leadership of	Through succession planning the school has a clear understanding of	Through succession planning the school has a clear understanding of its	The school has some understanding of its future development needs as a	The school has a limited understanding of the development needs of itself

<p>Church schools?</p>	<p>future development needs of the school and of church school education more widely.</p> <p>All staff and governors benefit from personal, spiritual and professional development.</p>	<p>future development needs as a church school community.</p> <p>Most staff and governors benefit from personal, spiritual and professional development.</p>	<p>church school community.</p> <p>Some staff and governors benefit from personal, spiritual and professional development.</p>	<p>as a church school community or of staff and governors.</p>
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	Outstanding	Good	Satisfactory	Inadequate
How effective is the partnership between the school, the church and the wider community, including the parents?	<p>There is strong mutual support between the school and partners in the local church, local faith communities, the diocese and the world wide church.</p> <p>There are strong partnerships with parents and the local community.</p>	<p>There is beneficial support between the school and partners in the local church, local faith communities, the diocese and the world wide church.</p> <p>There are significant links with parents and the local community.</p>	<p>There is collaboration between the school and some partners in the local church, local faith communities, the diocese, and the world wide church.</p> <p>There are developing links with parents and the local community.</p>	<p>There is limited contact between the school and partners in the local church, local faith communities, the diocese, and the world wide church.</p> <p>There are limited links with parents and the local community.</p>

Appendix 3

Self-evaluation check-list for governors

(Based on the National Society toolkit for the self-evaluation of church schools 2009)

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

A. How well do the school's Christian values have an impact on all learners and enable them to flourish as individuals?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
Stakeholders can identify how well Christian values impact on many aspects of the curriculum.				
Learners can describe the impact of Christian values on many aspects of their own and others' motivation, self image, understanding, achievement and behaviour.				
Christian values underpin the life of the school				
Individual learners are nurtured as children of God				
Extra curricular opportunities enrich the learning experience of every pupil				
Academic achievement is good compared with starting points				

B. 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 none?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
Across the whole curriculum Christian values significantly encourage, nourish and challenge the SMSC development of most learners.				
Learners relate social and personal issues to Christian teaching				

C. How well the Christian character of the school prepare learners to become responsible citizens?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
The Christian character of the school has a significant impact on the learners' understanding of their role in local, national and global communities.				
Examples of Christian teachings on stewardship and service prepare learners to become responsible citizens				

D. How well do Christian values motivate the relationships between all members of the school community?

	Almost all / always	Most (ly)	Some / Sometimes	Few / Seldom
Learners relate well to one another and work cooperatively.				
The school's identified distinctive Christian values clearly influence relationships between learners and adults.				
The school's identified distinctive Christian values clearly influence relationships between staff and between staff and parents.				
The school's identified distinctive Christian values clearly influence relationships between governors, the church community and visitors				
They can relate their behaviour to Christian values.				
The school's Christian values clearly inform behaviour and inclusion policies.				
Conflict and complaints are normally resolved speedily, compassionately and in a spirit of reconciliation and justice.				

E. How well is the school spiritual development of learners enhanced by the school environment?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
The school environment makes a significant contribution to the spiritual development of all learners.				
Provision is made for quiet areas/ prayer corners/ focuses for reflection				
Christian symbols and artefacts are in evidence throughout the school				
Good use is made of interactive displays to promote reflection				
The use of common space and outside space promotes opportunities for reflection and respect for creation				
The school environment promotes engagement of learners.				

2. What is the impact of Collective Worship on the school community?

A. How positive are learners' attitudes to collective worship?

	Almost all / always	Most (ly)	Some / Sometimes	Few / Seldom
Learners are consistently engaged during worship.				
Learners enjoy the worship and talk about it with interest.				
Learners frequently take an active part in worship.				
Learners frequently lead significant aspects of worship.				
Evaluations from learners reflect positive views of collective worship				
Feedback from parents reflects positive views of collective worship				

B. To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
All members of the school community, regardless of faith background, feel included and affirmed by worship.				
Worship inspires the thinking (beliefs and attitudes) and day to day actions (behaviour) of the whole school community.				

C. How well does collective worship develop learners' understanding of Anglican* traditions and practice?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
Learners experience and are familiar with a range of Anglican tradition and practice.				
Learners are made aware of the worldwide Anglican/Methodist communions and of other Christian traditions.				
Collective worship regularly includes: liturgy, prayer, the Bible, music, symbolism and silence.				
Learners have some understanding of the Christian calendar, including key festivals and saints' days.				
Learners are helped to develop a respect for other faith traditions.				
Collective worship includes involvement in the life of the parish.				
Provision is made for a school Eucharist (VA schools)				

D. How effectively is the importance of worship demonstrated in the life of the school?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
Collective worship is supported by clear policies and documentation				
Provision for collective worship has a place in the school's development/improvement planning and in the budget.				
The planning of collective worship is always thorough and creative.				
Planning for collective worship involves a wide variety of stakeholders				
Collective worship is well-resourced				
A formal system of evaluation is in place which shapes future planning and leads to improvement.				
A record is kept of the themes covered in worship.				
Provision is made for staff INSET/CPD re collective worship				
Provision for collective worship complies with legal requirements				
Collective worship is attended by all staff				
From time to time collective worship is attended by parents, governors, visitors and members of the church community.				

3. How effective is the Religious Education

A. How high standards are in RE and how well do all learners achieve?

	Almost all / always	Most (ly)	Some / Sometimes	Few / Seldom
Learners make outstanding progress across each key stage.				
Good use is made of assessment data to measure individual progress				

B. How effective are learning and teaching in RE?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
Full and consistent use is made of assessment data to inform teaching and learning (AfL)				
Good provision is made for monitoring the quality of teaching and learning in RE				

A wide range of creative learning strategies appropriate to learners' needs and subject content is evident.				
Learners are always reflective, understanding how they learn, and actively identify how to improve. (Good personal learning and thinking skills are promoted)				
Learners have good knowledge and understanding, for age and ability, of Christianity and other world faiths.				
RE is supported by a clear syllabus, medium term planning and schemes of work. (Based on diocesan syllabus in VA schools and the Local Agreed Syllabus in VC schools.)				

C. To what extent do learners and of all faiths and of none demonstrate a positive attitude towards RE?.

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
Learners express enthusiasm about RE.				
Provision is made for the 'pupils' voice' to be heard and acted upon				
Learners reflect on their learning to develop understanding of their own experience and beliefs.				
Pupils are not normally withdrawn from collective worship unless by parental request.				
Feedback from parents reflects positive views of the RE provided.				

D. How well does RE contribute to the spiritual and moral development of all learners

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
Opportunities are provided in the scheme of work for pupils to explore their own beliefs and those of others.				
Learners are confident in their spiritual and moral awareness through reflection on their experiences in RE.				
Learners have an enthusiasm to explore openly and with respect their beliefs and those of others.				
Learning is often experiential and includes use of visits and visitors				

E. To what extent does RE promote the distinctive Christian character of the school?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
The relevance of religion and faith informs planning across wider areas of the curriculum. (integrated themes and cross-curricular				

links)				
Learners have a knowledge and understanding of distinctive Christian denominational beliefs, practices and traditions.				

F. To what extent does RE promote community cohesion through an understanding of, and respect for, diverse faith communities?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
Learners and adults celebrate religious and cultural diversity in school, locally, nationally and globally.				
Pupils learn about and from Christianity as a multi-cultural faith.				
Pupils learn about the Christian and other faith traditions of their local area.				
Pupils learn about other faiths represented in the UK				
Pupils learn about and from other faiths.				
RE promotes an inclusive attitude towards those of other faiths.				
There is a climate of openness to discuss and express faith issues without ridicule.				
The RE provision is supported by local faith communities.				

G. How effectively is the importance of RE demonstrated in the life of the school.

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
Standards in RE are above standards in other core subjects.				
RE has a central place in the curriculum				
The time allocation for RE meets national and local guidelines.				
RE is well provided for in terms of staffing and physical resources				
Effective provision is made for monitoring the quality of teaching and learning in RE.				
All staff have access to regular RE INSET				
RE is reflected in the school's development/improvement planning				
Senior leaders ensure leadership, monitoring, planning, resources, subject expertise, INSET and external support for RE lead to outstanding learning.				

4. How effective are the leadership and management of the school as a church school?

A. How well has the school leadership (including governors) engaged with its distinctive Christian values in developing their vision for the school?

	Almost all / always	Most (ly)	Some / Sometimes	Few / Seldom
School leaders and governors have a clear view of the school's key Christian values and what makes these distinctively Christian.				
School leaders and governors have a clear vision of how distinctive Christian values are central to every aspect of the school's life.				
School governors have a clear vision of how distinctive Christian values are central to every aspect of the school's life.				
All stakeholders (Staff, pupils, parents, parish, community) are engaged in regular reviews of the school's Christian values.				

B. How well is the school's vision understood by all stakeholders?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
Learners and adults readily articulate how the school's Christian values enrich attitudes and behaviours throughout the school.				
Learners and adults readily articulate how the school's Christian values enrich attitudes and behaviours throughout the community.				

C. How well do leaders and governors ensure that the school's vision is put into practice by all members of the school community?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
Leaders ensure that all stakeholders are engaged in robust self evaluation that drives development planning.				
Governors ensure that all stakeholders are engaged in robust self evaluation that drives development planning.				
Issues identified by stakeholders are consistently addressed.				
Senior leadership and governors ensure that collective worship and RE are well led.				
Senior leadership takes steps to promote the continuing personal and spiritual development of staff.				
All new stakeholders are inducted into the Christian values of the school.				

D. How well are leaders and governors preparing for the future leadership of Church schools?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
The school identifies and encourages potential future leaders				
Through succession planning the school has a clear understanding of future development needs of the school.				
Through succession planning the school has a clear understanding of future development needs of church school education more widely.				
All staff benefit from personal and spiritual development.				
All staff benefit from continuing professional development.				
All governors benefit from personal, spiritual and professional development.				

E. How effective is the partnership between the school, the church and the wider community, including parents/carers?

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
There is strong mutual support between the school and partners in the local church.				
There is strong mutual support between the school and partners in other local denominations and faith communities.				
There is strong mutual support between the school and partners in the diocese.				
There is strong mutual support between the school and partners in the world wide church.				
There are strong partnerships with parents.				
There are strong partnerships with the local community.				
The school has some good global links.				

F. The Extent to which school leaders and governors make provision for reviewing the school's distinctiveness and effectiveness as a church school. (This section is *not included* in the NS framework for the inspection and self-evaluation of Church of England schools but it is included here as these aspects are deemed to reflect best practice in the leadership and management of church schools.)

	Almost all /always	Most(ly)	Some / Sometimes	Few / Seldom
<i>The National Society's self-evaluation toolkit for church schools is used as an on-going management tool to review and evaluate the school's distinctiveness and effectiveness as a church school</i>				
<i>There are planned opportunities for all governors to review the</i>				

<i>school's effectiveness as a church school.</i>				
<i>There are planned opportunities for foundation governors to review the school's effectiveness as a church school.</i>				
<i>The Ofsted SEF clearly reflects the school's status as a church foundation</i>				
<i>The Ofsted SEF clearly reflects the outcomes of the school's review and evaluation of its Christian foundation</i>				
<i>The school's improvement planning makes provision for improving its distinctiveness and effectiveness as a church school</i>				

The full self-evaluation toolkit 2009, together with grade criteria for outstanding, good, satisfactory and unsatisfactory provision may be found on the National Society's website (www.natsoc.org.uk) or on the York diocesan website (www.dioceseofyork.org.uk) in the education pages.

Appendix 4

Sample Questionnaires for members of the school community towards Self-Evaluation

(taken from Manchester Diocesan Board of Education)

This section provides a series of sample questionnaires for pupils, staff, parents, governors and church representatives. The aim of the questions is to provide evidence for the eleven areas of Church school ethos.

Schools need to adapt the questionnaires to their particular focus and circumstances, adding or deleting questions as appropriate. There is no intention that groups will work through all the questions at any one time. In many cases it will be better to discuss the questions in an appropriate lesson or at a meeting rather than set them as a written exercise. The group involved also needs to be aware of the purpose for which the questions are being discussed.

Sample Questions for Primary School Pupils

Pupils

Do you enjoy coming to school? Why or why not?

What happens if someone is unkind / hurtful / nasty to you in school? What do teachers do? What do the other children do?

What's special about you?

What's special about our school?

What makes our school the best?

Why do you come to school?

What lessons do you like best when you are in school?

What do you enjoy most about school?

Who do you talk to in school about important things? When?

Does your headteacher know you?

Relationships

Tell me about your friends

Is there a time or place in school where you don't feel safe?

What would you do if you or your friends were being bullied / treated unfairly? Who would help?

Could you ask an older child for help in school?

Do older children help you in the playground / at lunchtime at other times?

Do all the adults you know in school listen to you?

Worship

What is your favourite worship song and why?

What is special about worship time?

What do you like most about worship?

Is there anything you don't like about worship time?

Does worship time make you feel special?

Tell us what happens in your assemblies.

Why do we have worship?

Do you think worship is important in your school?

What is your favourite type of worship *e.g. whole school; smaller groupings; class worship; in church; children taking part in worship; the vicar leading worship; visiting speakers; visiting groups; Communion or Eucharist?*

What do you like about it / them?

Teaching and learning

What is your favourite subject and why?

Can you work quietly in your classroom without being disturbed by other pupils?

What happens when you do really good work?

What happens when you find work difficult?

Do you know where to find things that will help you do your work?

Is there ever too much to do in school?

What can be done to make school more enjoyable and manageable when there is a lot to do?

How is homework important?

What do you like best about homework? What sorts of homework do you like best?

Extra-curricular activities

Have you been on a school trip? Where did you go / Why did you go?

Have you done anything in school that would help other people?

Apart from lessons, what is the best bit of the school day for you?

Are there any clubs that you would like to have at lunchtime or after school?

Which visitors in school have you enjoyed the most?

The physical environment

Have you seen anything in school that would tell visitors that we are a church school? What / Where?

Do you know what our school badge shows?

Do you know why it shows?

Do you have anything special to look at during worship? Why do we?

How do we care for our school?

Are there times and places where you sit quietly during the school day?

Where is your favourite place in school?

What do you like about the displays in school?

Equality and justice

Do you know what the class / school rules are?

Why do we have class / school rules?

Do you feel you are ever treated unfairly?

What do you do if you have been treated unfairly? What do you do if your friend has been treated unfairly?

Do you think a school council is a good thing?

Does your teacher listen to you?

Do you know anyone in school who is different from you?

How do you treat children who are different from you?

Sample Questions for Secondary School Students

Pupils

Which adults in school know your name?

Which older groups of pupils know your name?

Do you think it is important that they do? Why or why not?

Are there things you are good at which the teachers do not know about?

Would you like them to know? Why or why not?

If you have been off ill would most teachers welcome you back?

What are the top 5 things you like about the school?

Do you feel that school allows you to be yourself?

If you have a problem is there anyone you can turn to? e.g. *teacher, head of year / house, peer mentor, learning mentor*

Do you feel you have any opportunity to influence what happens in school? e.g. *through a school council*

Do you feel aware that you are part of a church school? In what ways?

Would you recommend the school to a friend? Why?

Relationships

How many staff know you well?

Do you feel comfortable going to a member of staff if you have a problem?

In lessons do you generally feel comfortable with your teachers?

In lessons do you generally feel comfortable with your fellow pupils?

In lessons do you generally feel comfortable participating in the lesson?

In lessons do you generally feel comfortable with expressing your views?

Do you feel that in general pupils treat each other with kindness and respect?

If not, do you think that the school deals with it well?

If a pupil is being bullied would you expect other pupils to support the victim?

If someone is upset will they be helped?

Community and Church

What are the school's links with the church?

Worship

By worship we mean the time during assembly when there is religious content or when you have quiet and reflective times. It may be the whole or part of assembly.

Do you enjoy worship? Why or why not?

Do you enjoy other school religious services? e.g. *voluntary services, services in church*

Does worship make you feel better or happier?

What do you learn in worship?

What do you feel is the benefit of worship to you?

Do you like to be involved in leading worship?

Do you like to see other pupils / students leading worship?

Are pupils involved enough in worship?

How does worship bring the school together?

Teaching and learning

When do you feel involved in / stimulated by your lessons?

Do you have opportunities to take the initiative in lessons?

Do you experience a variety of activities in your lessons? List some of your favourites.
Do you feel listened to?
Are you aware of how you are expected to behave in lessons?
How far do you meet these expectations?
In your lessons do pupils help one another to learn by their behaviour and or even by actively giving advice to others?
Do you feel able to make mistakes in your lessons?
Are you able to get good access to resources when you need them? *e.g. library, computers,*
Do you have a say in setting your targets?
Do you feel that teachers learn from the pupils?

Extra-curricular activities

What have you enjoyed on school visits? What have you learnt?
Have you done anything in school that would help other people? *e.g. the local community or through charity events*
Apart from lessons, what is the best bit of the school day for you?
What other activities could the school offer at lunchtime or after school?
Which speakers or groups in school have you enjoyed the most? Why? What have you learnt from them?
Why do you think it is important that school organises visits or visitors?
How have extra-curricular activities broadened your experience?

The physical environment

If you were a new student or visitor, how would you know this is a church school?
Do you know what our school badge represents?
What religious symbols are displayed during worship? Why do we have these?
How do you help to care for our school environment?
Are there times and places in school where you are able to sit quietly to reflect?
Do you think it is important to have such times and places? Why?
Where is your favourite place in school? Why?
What do you like about the displays in school?
What improvements would you like to see to the school environment?
Does the school feel welcoming? Why (not)?
Do you feel safe in school? Why (not)?

Equality and justice

Do you know where to find the school rules?
Which do you think are the most important?
Why are school rules important?
Do you play a part in devising rules for your class or for the school?
Do you feel that school generally treats students fairly?
Do you think rules are applied consistently?
What procedures are there if you feel you have been treated unfairly?
What are the benefits of a school council?
Do you feel that the teachers generally respect your views?
How do you treat children who are from different backgrounds to you?
Are there equal opportunities for boys and girls in school? Can you give examples?
If you have done something wrong do you feel that you are given a chance to make amends?
If someone has problems do you think they are dealt with sympathetically?
How does the school encourage understanding of different cultures?

Sample Questions for Teaching Staff

Pupils

In what ways does the school show that it values pupils?
Does the school value their academic achievements?
Does school value their wider development?
How can you tell when pupils enjoy school and find it worthwhile?
How do pupils show a sense of pride in the school?

Staff

How does school make you feel valued?
What opportunities are there for you to contribute in the decision making process?
What opportunities are there for you to meet, interact / talk with other staff members on an informal and formal level?
Do you feel that your opinions are listened to?
If you have a concern, do you know who to go to in order to voice it?
Do you feel that new members of staff are welcomed and supported?

Relationships

Is the school's Mission Statement known to everyone?
Is it true to everyday life in school?
How far are parents involved in the life of the school? Are they made welcome?
What do you think the role of the PTA / Friends is? Do they fulfil this role?
Are you aware of the school's Behaviour policy? Do you feel that it supports both pupils and staff?
Do you feel it is used consistently across the school?
Do you feel supported and comfortable in school?
What do you gain from daily contact with pupils?

Parent – school relationships

Do you feel that parents are partners in their children's education?
What information do you give parents?
Do you feel that you are kept up to date with school issues?
Do you feel that parents' contributions are valued?
How do you show that parents' contributions are valued?

Community and Church

Do you feel supported by the local community? In what ways?
What do you do to support the local community?
Do you feel supported by the church? In what ways?
What do you do to support the church?
Do you think the school is understood by the local community and church?

Worship

How does the school show that collective worship is important?
Does the worship co-ordinator help staff with resources and ideas if called upon?
Does the collective worship reflect the school's Christian foundation?
What do you gain from collective worship?

Do you value the worship? Why or why not?

Teaching and Learning

Do you enjoy teaching?

What is exciting about teaching?

What is dull about teaching?

How do you encourage pupils to develop independence and inter-dependence?

How do the majority of pupils behave?

What do you do to develop pupils' talents?

Extra-curricular activities

What do you gain from extra-curricular activities?

How do you broaden children's experiences?

What do children gain from extra-curricular activities?

The physical environment

How does the school show that it is a church school?

Would a visitor to your classroom know that they were in a church school?

How does the school welcome visitors?

Do displays excite the children and others?

Is school a safe environment for everyone?

How do pupils care for their school?

How do staff show that they care for the school?

Equality and justice

How do you try to treat pupils fairly?

Does the school tell children about issues of equality and justice?

Are all pupils recognised for their good achievements in some way?

Are pupils supported in improving their behaviour?

Are your views listened to?

Are there structures for consultation?

Are there structures for listening to staff problems or grievances?

Sample Questions for Support Staff

Pupils

In what ways does the school show that it values pupils?
How well are pupils known?
Does the school value their academic achievements?
Does school value their wider development?
How can you tell when pupils enjoy school and find it worthwhile?
How do pupils show a sense of pride in the school?

Staff

How does school make you feel valued?
Are staff involved in the life of the school? If so, how?
What opportunities are there for you to contribute in the decision making process?
What opportunities are there for you to meet, interact / talk with other staff members on an informal and formal level?
Do you feel that your opinions are listened to?
If you have a concern, do you know who to go to in order to voice it?
Do you feel that new members of staff are welcomed and supported?

Relationships

Is the school's Mission Statement known to everyone?
Is it true to everyday life in school?
How far are parents involved in the life of the school? Are they made welcome?
What do you think the role of the PTA / Friends is? Do they fulfil this role?
Are you aware of the school's Behaviour policy? Do you feel that it supports both pupils and staff?
Do you feel it is used consistently across the school?
Do you feel supported and comfortable in school?
What do you gain from daily contact with pupils?
What does the school do to improve and maintain good relationships between children and adults?
How does the school show appreciation of your work?

Parent – school relationships

Do you feel that parents are partners in their children's education?
What information do you give parents?
Do you feel that you are kept up to date with school issues?
Do you feel that parents' contributions are valued?
How do you show that parents' contributions are valued?

Community and Church

Do you feel supported by the local community? In what ways?
What do you do in school to support the local community?
Do you feel supported by the church? In what ways?
What do you do in school to support the church?
Do you think the school is understood by the local community and church?
Are the staff committed to Christian values?

Worship

How does the school show that collective worship is important?
How often do you have an opportunity to attend collective worship?
How often do you have an opportunity to contribute to collective worship?
Does the collective worship reflect the school's Christian foundation?
What do you gain from collective worship?
Do you value the worship? Why or why not?

Teaching and Learning (mainly aimed at classroom assistants)

Do you enjoy being in the classroom?
Are you as involved as you would wish to be?
What is exciting about being involved in the teaching?
What is dull about being involved with the teaching?
How do you encourage pupils to develop independence and inter-dependence?
How do the majority of pupils behave?
What do you do to develop pupils' talents?

Extra-curricular activities

Are you as involved as you would want to be in extra-curricular activities?
How do you help to broaden children's experiences?
What do children gain from extra-curricular activities?

The physical environment

How does the school show that it is a church school?
Would a visitor to your classroom know that they were in a church school?
How does the school welcome visitors?
Do displays excite the children and others?
Is school a safe environment for everyone?
How do pupils care for their school?
How do the staff show that they care for the school?

Equality and justice

How do you try to treat pupils fairly?
Are pupils treated equally?
Do children show that they understand about issues of equality and justice?
Are pupils expected to behave the same for everyone?
How are you supported in your treatment of pupils?
Are all pupils recognised for their good achievements in some way?
Are pupils supported in improving their behaviour?
Are your views listened to?
Are there structures for consultation?
Are there structures for listening to staff problems or grievances?

Sample Questionnaire for Parents

Pupils

Is your child happy at school?

What does your child tell you about school?

How is your child rewarded at school?

Does your child feel special at school? In what ways?

Does the school offer good support for spiritual, moral, social and cultural development of pupils?

School leadership

Do you feel that the school is well managed?

Do you think that the school leadership promotes the school as a church school?

Relationships

Which members of staff know your child?

Does your child know who to go to if problems arise in school?

Does your child feel safe at school?

Do you believe that the school cares for people?

Parent – school relationships

Are you aware of the Christian / Church of England Foundation of the school?

In which ways are you encouraged to get involved at school?

Are you informed of good work and behaviour of your child?

Are you consulted on policies?

Are you informed of school news?

Do you feel welcome to come into school with any concerns / worries?

Are school events held at a good time for you?

Do you attend school events? Why (not)?

What else would you like school to provide for parents?

How might more parents become involved?

Community and church

Do you feel welcome at school assemblies and school services in church?

Are you content that the school has sufficient links with the local church(es)?

Do you feel that the school makes links with the wider community?

Does the local community support the school?

Does the school support the local community?

Worship

Are you happy that the school offers good opportunities for collective worship?

Do you think collective worship has the right amount of Christian content? Why (not)?

Does your child enjoy collective worship?

Teaching and Learning

Do you feel that the work provided for your child matches their needs?

Does your child receive the right amount of support in school work?

Are you happy with the amount of homework your child receives?

Does your child, in general, feel secure at school and enjoy their learning?
Are you aware of your child's targets?
Does your child feel valued for their contribution in class?
Do you feel that you are involved in, and make a valued contribution to, the education of your child? *e.g. comments on reports; teacher consultation; home / school agreements.*
Do you think the school expects and receives good behaviour from pupils?
Do you think pupils make good progress in religious education?
Are you kept well informed of the work your child does in religious education?

Extra curricular

Are you aware of the range of extra-curricular provision?
Is the balance of provision and opportunities for activities suitable?
Does your child take part in extra-curricular activities?
What do they gain from doing so?
Is there open and equal access to activities?
Does the school foster positive relationships ~ within school and beyond?
Would you be willing to contribute to the school's extra-curricular activities? How?
Is the school generous in supporting charities?
Are pupils well supported at lunchtime?

The physical environment

Is the school well maintained?
Do pupils look after the school well?
Do all the staff look after the school well?
What features do you think the school lacks?
What features or parts of the school could be improved?
Can you tell from its appearance that the school is a church school? How?
Is your child's work usually on display?

Equality and justice

Does the school deal quickly and effectively with poor behaviour?
Does the school deal quickly and effectively with your enquiries?
Do you know what the school expects of your child?
Do you know what the school expects of you?
Does the school know of your expectations?
Do you feel that the school treats all its pupils equally? Why (not)?
Do you think that the school can treat all its pupils exactly alike? Why (not)?
Do you feel that the school deals fairly with its pupils? Why (not)?
Do you feel that respect is shown to all pupils?

Sample Questions for Governors

Pupils

What evidence do you have that the school values all pupils?
Do you have a link with a particular class or group of pupils?
Do you see a difference between pupils' personal development and their academic development?
Do you see one as more important than the other? Which and why?
How can you tell that pupils have a sense of pride in themselves and the school?
What does the governing body do to make pupils feel valued?
Is the governing body involved with pastoral support for children?

Staff

Do you show staff that they are valued? How?
Do you provide professional support for staff? How?
Do you provide pastoral support for staff? How?
Do you meet with staff on a regular basis?
Do you know how staff feel and think on important school issues? How?

School leadership

Where is the school Mission Statement? What aspects of this specifically show the Christian ethos?
Does the school use the National Society contracts?
How are church members involved in school?
Do you ask advice from the Diocese?
Which diocesan training have you attended or do you know of?
Do you observe Education Sunday?
How does the church support the school?
How does the school support the church?
How do governors support the curriculum and worship?
How are governors involved in the life of the school?
How do governors gain the evidence they need to provide leadership?
How do governors support the headteacher?
How do governors challenge the headteacher?

Relationships

What evidence do you have that relationships exhibit the Christian qualities expected?
How do you promote relationships characterised by Christian values?

Parent – school relationship

How do you encourage parental partnership with the school and their child's education?
What arrangements do you make to encourage parental involvement?
How can you further improve parental involvement?
How aware are you of parental feeling and thinking on school issues?
How do you obtain parental views?
How are parents kept informed and up-to-date with school events and plans?
How do you encourage parents to be aware of and support the school's Christian ethos?
How do you take parental views into account when making policy or decisions?
How do you recognise parental contributions to school life?

Community and Church

Does the governing body feel supported by the local church?
What is the main way of showing this?
Does the governing body feel supported by the local community?
What is the main way of showing this?
Does the church understand the school?
Are foundation governors aware of their specific role?
What are the main points of agreement and / or disagreement?
Does the local community understand the school?
What are the main points of agreement and / or disagreement?
How does the school support the local church(es)?
How does the school support the local community?

Worship

What responsibility do you consider the governing body has to school worship?
How important is school worship?
What would the school lose if it there were no collective worship?
Does the worship reflect the school's Christian foundation?
What do you think the core elements of worship to be?
How do you know what happens in school worship?
Do you take part in school worship?
How do governors support collective worship?
Do you find it to be inspiring and spiritually uplifting?

Teaching and Learning

Do members of the governing body have link subjects?
Are these fairly distributed?
How do you carry out your work as a link governor?
Do you find that teaching is stimulating?
Do you find that teaching and support staff care for the pupils?
Do pupils interact well with each other and the teacher and support staff?
Do children respond well to the teaching and content?
Are classrooms stimulating environments in which to teach and learn?
Is the school well resourced? *e.g. books, ICT, adult – pupil ratio*
What responsibilities do the pupils take for the resources?
How do the governors reward pupils who achieve high standards?
In what areas are the high standards expected?

Extra-curricular activities

What guidance does the governing body give on extra-curricular activities?
What support do you give to extra-curricular activities?
How important do you consider extra-curricular activities to be to the life of the school?

The physical environment

How obvious is the Church foundation to a person visiting school?
How does the school convey a welcoming atmosphere?
How does the school provide for the security of pupils and staff?
By what means do the governors care for the school?
Do the governors encourage the school to provide places for reflection and silence?

Equality and justice

Does the governing body have a policy of inclusion?

How does the governing body monitor an inclusion policy?

How do the governors ensure equal opportunities in employment of staff?

Do the admissions criteria embody the principles of equality and justice?

Do the school policies embody the principles of justice and equality?

How do the governors ensure justice in matters of pupils' discipline?

How does the school weigh the needs of all against the needs of an individual?

Sample Questions for Clergy and Church Members

School leadership

Do you think the headteacher and foundation governors effectively promote the school as a church school?

What examples can you give to support your judgement?

Do you think the whole governing body fulfils its duty to support the ethos of this Church of England School?

Relationships

How do you feel the Christian “ethos” is displayed? Can you provide examples?

Do you think the relationships in school reflect Christian love?

Community and Church

What links do you have with the school?

Would you like to have more links with the school? In what ways?

How often and in what context do you visit the school?

What does the school and church do together?

Do you feel these joint activities are valuable?

How are you informed of what is going on in school?

Does the church appreciate and support the school?

Does the school appreciate and support the church?

Does the local community appreciate and support the school?

Does the school appreciate and support the local community?

Worship

Have you attended an act of collective worship in school? Why (not)?

Have you led an act of collective worship in school? Would you like to?

Do you feel that school worship reflects its church foundation?

The physical environment

Does the appearance of the school show that it is a church school?

Is the school a welcoming place? What shows this?

Is the school cared for?

Equality and Justice

Do you feel the school cares for its pupils and staff? Why (not)?

Do you think the school deals fairly with pupils and staff?

Do you think the school is an orderly place?



Model contract for the Statutory Inspection of Anglican Schools (England)

I, (name of inspector)

agree to:

- i. conduct a Statutory Inspection of
(school) under Section 48 of the Education Act 2005
- ii. between and (dates) in accordance with
procedures set out in *The National Society's Statutory Inspection of Anglican Schools
framework 2005*;
- iii. to adhere to the Code of Conduct set out in *The National Society's Statutory Inspection of
Anglican Schools framework 2005*;
- iv. to notify the governing body and obtain their approval of the name of any colleague who will
be involved in the inspection process;
- v. to provide an Inspection Report to the governing body within fifteen working days of the
commencement of the inspection;
- vi. to perform such other duties as the conduct of an inspection carried out in accordance with
The National Society's Statutory Inspection of Anglican Schools framework 2005 may
require.
- vii. Claim the statutory fee applicable from the National Society upon delivery of the report to
the Diocese.

The governing body of the above school agrees:

- i. to permit the Inspector to have access to the school and to appropriate staff, learners,
members of the governing body and other stakeholders;
- ii. to provide the Inspector with a copy of the current SEF and other documentation as
required;
- iii. to permit the publication of the report on the National Society Website.

Signed Date
(Inspector)

Signed Date
(Chair of Governing Body)

Appendix 6

Example documentation request for the SIAS Inspection of Worship & RE

- General School self-evaluation information
- National Society Self Evaluation Toolkit.

The following are the types of documents you may wish to send as evidence (if available electronically) or have available on the day but are not required. They should only be sent prior to the inspection if they are easily available.

- Worship: (all schools)
 - Policy & Guidelines
 - Planning documentation to include Records of Worship and content during last 12 months/3 terms.
- RE: (aided schools/academies that were formerly voluntary aided)
 - Policy and Guidelines
 - Curriculum plan
 - Samples of planning
 - Samples of work in Religious Education from each Year Group within school. Please give at least one example from the average, above average and below average ability range
- INSET records of any relevant RE/Worship courses attended by staff during past 2 – 3 years
- A plan of the school may be useful indicating location of staff.
- School Prospectus
- Staff Handbook
- Policies in respect of:
 - Behaviour & Discipline, Social/Moral Education
 - Equal Opportunities, Multi-cultural issues
 - Health Education, Sex Education, Drugs Awareness
- Copy of your most recent Section 5 (Ofsted) and Section 48 Denominational Inspection Reports

plus any other documents which the headteacher/governors may wish to bring to the inspector's attention.

Thank You.

Appendix 7

Example Timetable request

These are the general actions I would like to take on the day of the inspection

- Collective worship observation
- RE lesson observation (aided schools/academies that were formerly voluntary aided)
- Speak to parents (at the beginning of the day in the playground if you could let me know what time the children will arrive)
- Work scrutiny (if work not already obtained for pre-inspection briefing)
- Meetings with:
 - Head
 - Chair of governors and any other governors who wish to be there
 - school council
 - local incumbent and or Foundation Governors
 - RE Co-ordinator
- Lunch with the children
- Writing up time at around 2.30pm
- Feedback at around 4pm to HeadTeacher, Chair of Governors (or representative) and Foundation Governor(s)

Appendix 8

Possible questions the inspector may ask.

Please note these are exemplar questions – the actual questions will be tailored to the school's own self evaluation

Questions for head/chair of governors/incumbent

1. How did governing body decide on ethos/mission statement?
 - a. When was it last reviewed?
 - b. Who took part in the review?
2. How does the school reflect its Christian ethos in the local community?
3. How does the school ensure that it's a positive and safe environment for pupils and staff?
4. What steps are taken to ensure that staff feel a valued part of the school community?
5. In what ways do you feel the school promotes the spiritual development of the pupils?
6. How are they made to feel a valued part of the school community?
7. In what ways is the school sensitive to the needs of children from other Christian denominations and other faiths?
8. What are relationships like with other local churches?
9. How does the school foster good relationships with parents?
10. How does the school consult on RE, PHSE, citizenship and sex education?
11. Do the school's policies on equal opportunities and multi-cultural education contribute to the school's ethos?
12. How does the school encourage parental participation in the life of the school?

Questions for head/worship co-ordinator

1. How is worship organised – who, how, when?
2. Questions about planning documentation
3. Questions about recording documentation
4. Is there a specific budget for worship?
5. Are visitors used in worship – other clergy, people from other faiths?
6. Is any guidance given to visiting speakers?
7. What resources do you use – where are they housed?

8. Who attends worship – staff, parents, community?
9. What festivals are celebrated and how – are there visits to church and other places of worship?
10. Is the Eucharist celebrated in school? How can children participate?
11. Are there any withdrawals – how is this organised?
12. What provision is made for children of non-Christian faith?
13. Was the act of worship seen typical – how did it fit into the overall theme for worship?
14. Has anyone attended any Inset on worship?
15. How do you think worship contributes to the spiritual and moral development of the pupils?