

**The Statutory Inspection of
Anglican and Methodist Schools**

(SIAMS)

**St. Mary's CE (VC) Primary School
Queen Street
Kingswinford
West Midlands
DY6 7AQ**

An Evaluation Toolkit

2016-2017

**The key objective of this inspection is
to evaluate the distinctiveness and effectiveness of the school as a church school**

This SIAMS self-evaluation toolkit provides criteria and grade descriptors to support schools in evaluating how well their distinctive Christian character and values ensure the development and achievement of the *whole* child or young person. Church schools make up a highly diverse 'family' of institutions across nursery, primary and secondary phases. Each school will have its own distinctive character.

NB: Governors, school staff and Inspectors are expected to interpret the grade descriptors based on the context of each school being inspected. They should take into account the age range of learners and the religious backgrounds represented in the school community.

The Evaluation Statements, Supporting Evidence and Grade Descriptors are not intended to be used as a checklist. Schools and Inspectors should apply the descriptors in each grade to determine the 'best fit' for the school in the light of evidence collected. This self-evaluation should support schools in helping to build a picture of their effectiveness.

Useful resources to help schools in developing Christian values are available from: <http://www.gloucester.anglican.org/resources/jfish/> Values for Life (Jumping Fish), Home School Values (Jumping Fish)

Also: More than Caring and Sharing, John Cox ISBN:978-1-84867-353-3; Values in Schools, Stephen Holroyd and Diana Thomas ISBN:978-0-9567088-0-9

The Four Core Questions

- **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 the Religious Education?**
- **How effective are the leadership and management of the school as a church school?**

Grades: 1= Outstanding 2 = Good 3 = Satisfactory ? = Don't know

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

	Evaluation Statements	Judgement				
Learners' Achievement	How well the Christian Character contributes to the academic achievement, personal development and well-being of all learners regardless of their ability or background	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>The impact of the school's Christian character on the achievement of individual and groups and the proportion of learners making expected levels of progress, particularly those that are vulnerable. This should be based on national data and the school's current analysis</p> <p>The effectiveness of the school's Christian character in ensuring the highest levels of personal development and well being</p> <p>How effectively the school promotes good attendance and exclusion and how strategies reflect its Christian character</p>	<p>Evidence and impact</p> <p>Evidence from worship shows children enjoying learning. Values education with examples from the Bible gives this school excellent evidence towards its Christian character. Governors' feedback sheets are evidence documents. "Tea Party" evidence gives children's views on Christian distinctiveness. In the Foundation Stage the good level of development for all pupils remains above national. School data was above national in pupils achieving at least expected attainment in all 17 areas. 97% expected or exceeding in moving and handling, health and self-care, managing feelings and behaviour, people and communities, the world, technology and being imaginative. 63% exceeding in reading increase from 2015. 60+% exceeding in listening and attention, understanding, speaking, moving and handling, health and self-care, self-confidence and self-awareness, managing feelings and behaviour, making relationships. In KS1 there has been an increased number of expected and greater depth (exceeding) children in reading, an increased number of expected and greater depth (exceeding) children in writing and an increased number of greater depth (exceeding) children in mathematics. In KS2 Reading is below compared to National Results 2016. SPaG is slightly below compared to National Results 2016 and Mathematics is broadly in line compared to National Results 2016.</p> <p>Reading teacher assessment is 94% expected+ 94.5% children scored above 90 scaled score points in reading, writing and mathematics. Effort grades and teachers' comments in reports show evidence of how our Christian character impacts on the individual. Staff, children, governors and all stakeholders are well cared for and happy in school. Wellbeing surveys and questionnaires plus OFSTED feedback evidence this. Attendance has significantly improved over time and is just below the national figure. No exclusions have been made. A child who had been excluded from another school transferred to us in Year 6 and wrote when he left "Thank you for giving me a chance when no-one else would." Action: Attainment in reading in KS2.</p>				

	Evaluation Statements	Judgement				
Christian Values	How effective the school's values are in developing the school's Christian character	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>The extent to which the school's values are distinctively Christian in character, in addition to being shared human values</p> <p>The extent to which all members of the school community and particularly learners can make links between the values and Biblical teaching</p> <p>The school's effectiveness in ensuring that Christian values make a significant impact on the lives of all members of the school community</p> <p>The extent to which learners are able to recognise that values are important to those of other faith traditions and those of none</p> <p>St. Mary's School is part of the 'Visiting Excellence' series from Worcester Diocese</p>	<p>Evidence and impact</p> <p>Values worship is Christian and staff, children, governors and parents can talk about value systems in their own lives. Values displays in school as reminders, linked to Biblical teaching.</p> <p>AT2 evidence when talking to children and in their books. Curriculum coverage includes values of other faiths and none.</p> <p>Evidence can be found on our website, parents' newsletters, links with St. Mary's church and children's spiritual diaries. Our RE and PSHE curriculum, Worship Committee and Governors' Ethos Committee recognise the importance of values.</p> <p>Our iSingPOP initiative which linked with St. Mary's Church was values driven and extremely successful and impacted significantly on all members of the school and church community.</p> <p>Impact seen through feedback from individual schools and the diocese.</p> <p>'Fairaware' and 'Fairactive' have been achieved and the school is working towards 'Fairachiever'.</p> <p>Action: Continue to link Christian values with justice issues such as "Fairachiever", charity work and global awareness e.g. Tanzania.</p>				

	Evaluation Statements	Judgement				
Pupils' SMSC development	<p>How effectively the Christian character supports the spiritual, moral, social and cultural development of all learners whether they are Christian or other faiths or of none</p>	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>The breadth of experiences available to all learners through curricular and extra-curricular activities</p> <p>How well the school offers opportunities for learners to reflect on and respond to beliefs, values and profound human experience from a range of faith perspectives</p> <p>The extent to which the opportunities for spiritual, moral, social and cultural development are characterised by distinctively Christian values</p> <p>How well daily collective worship, religious education and other aspects of the curriculum enable learners to make informed choices which are based on Christian values</p> <p>The extent to which the school operates as a distinctively Christian community</p>	<p>Evidence and impact</p> <p>A broad range of extra –curricular clubs, After School Club and Breakfast Club evidence SMSC development. Requests from School Council and pupil voice groups such as Worship Committee, School Nutrition Action Group, Green Team and Buddies are acted upon. Educational visits, Outdoor learning and Sticky Church all evidence SMSC.</p> <p>Other evidence includes:</p> <p>RE curriculum.</p> <p>Visitors, visits, e.g. Alrewas/ Malvern “Quiet Garden Movement” and assemblies.</p> <p>Spiritual diaries from the children.</p> <p>Worship feedback and records.</p> <p>OFSTED March 2014</p> <p>Curriculum Support specialists for Key Stage 2: assertive mentoring groups.</p> <p>Pastoral support.</p> <p>Prayer support.</p> <p>Reflective outdoor spaces.</p> <p>Prayer tree/ prayer net/ waterfall.</p> <p>Governors’ feedback.</p> <p>Photographs.</p> <p>Children understand values education and can articulate the school’s values.</p> <p>Children enjoy RE and worship.</p> <p>Children make informed choices on moral and social issues e.g. internet safety, drugs and medicines.</p> <p>Children are aware of the “Prevent” strategy on extremism.</p> <p>Children link their Christian values to British values e.g. the rule of law, democracy, individual liberty and mutual respect and tolerance of those of different faiths and beliefs.</p> <p>Philosophy for Children learning and teaching.</p> <p>Ethos of school. Displays. Learning walks and reflective walls.</p> <p>Action: Use of outdoor reflective spaces.</p>				

	Evaluation Statements	Judgement				
Relationships	How effectively the distinctively Christian character shapes the relationships between all members of the school community	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>How well the school fosters positive relationships based on distinctively Christian values between all members of the school community</p> <p>How well members of the school articulate the link between their behaviour and Biblical teaching</p> <p>How well the school promotes personal self-esteem, good work attitudes and mutual support based upon its distinctively Christian values</p> <p>How the Ethos Committee links with pupil voice</p> <p>How health and well-being contributes to relationships</p>	<p>Evidence and impact</p> <p>Website and curriculum information. Parental workshops and information days. Parental feedback. Pastoral records. Staff "Walk the Talk" and model Christian values to all stakeholders. Visitor feedback. Staff feedback. Governor feedback. Children's feedback.</p> <p>"I do it because Jesus did." Forgiveness, compassion. Values tiles. All staff adhere to Christian ethos and vision of the school whether they are people of faith or not.</p> <p>"I am a child of God" "I am unique and special." Good work ethos willing to support others.</p> <p>Staff, governors, children's relationships are strong and mirror our values system e.g. responsibility, respect, forgiveness, compassion etc. Diocese talks on "Values Education". Values as appraisal topic. Team ethos/bonding. Excellent relationships. Visitor comments when they visit school. Positive behaviour policy. OFSTED March 2014 comments. SIAMS March 2015 comments.</p> <p>Buddy System lives out the Christian values of help, support, friendship, forgiveness, compassion etc.</p> <p>Diocesan "Best Practice" school for Distinctively Christian ethos.</p> <p>Pupil</p> <p>Ethos Committee meets once a term to gauge views from all the pupil voice groups including: Green Team, School council, SNAG, Anti-Bullying Ambassadors, Buddies, Hamster and Chicken Monitors, Librarians and worship committee.</p> <p>See results of Health and Wellbeing Lifestyle Survey 2016 for pupil views on issues such as anti-bullying, keeping safe, having a voice, healthy eating, e-safety, being active, 5 ways to wellbeing (Dudley Award Winners), DAGB Winners 2016.</p> <p>Governors monitor closely the Christian Distinctiveness in school.</p> <p>Action: Teach Christian values to children who transfer to St. Mary's from other schools and into different year groups.</p>				

	Evaluation Statements	Judgement				
Respect for diverse communities	How well the Christian character promotes an understanding of and respect for diverse communities	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>How well learners understand the role of the Christian church, particularly the Anglican / Methodist Church, at local, national and international level</p> <p>How well learners understand Christianity as a multi- cultural world faith</p> <p>To what extent learners understand and respect difference and diversity within local, national and global faith communities</p> <p>How well the links promote an understanding and respect for diverse communities</p>	<p>Evidence and impact</p> <p>Evidence includes: Services, Anglican charities, Children’s Society, Mothers’ Union Rev’d Giles’ worship and input. Worship Forum for Dudley Schools.</p> <p>“Christians are in every country in the world.” Teaching in worship.</p> <p>Tanzanian link very strong and sustainable (Muslim school with a Hindu Headteacher). RE Curriculum. Good and outstanding RE teaching. RE Lesson Observations.</p> <p>Our Christian ethos is very strong and evident in the school environment.</p> <p>Children respect others’ faiths. Children’s own religion is valued. Links with St. Mark’s and St. Stephen’s diverse different ethnic communities. Visits to places of worship.</p> <p>Action: Extend children’s knowledge of Christianity outside the UK and other faiths in the UK.</p>				

	Evaluation Statements	Judgement				
Religious Education	The contribution of Religious Education to the Christian character of the school	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>The contribution religious education makes to the Christian character of the school</p> <p>The contribution religious education makes to learners' spiritual, moral, social and cultural development</p> <p>How well religious education contributes to learners' understanding of and respect for diverse faiths and cultures</p>	<p>Evidence and impact</p> <p>RE Bronze Quality Mark achieved in 2016</p> <p>Discrete lessons and books. RE displays in school. Religious pictures and faith objects (prayer holding crosses) in classrooms. Each classroom has an RE corner/ display/learning wall. Structured RE curriculum. Challenging RE. Progression in RE throughout the curriculum. Assessment in RE following the Dudley Agreed Syllabus. High achievers in RE. Cross-Curricular RE in planning and books. Children's thought processes. AT2. RE links with Kingswinford school/Summerhill School. RE questionnaires and feedback. Staff use reflective marking to contribute to learners' understanding. Educational visits and visitors. Governors' monitoring. CPD on the Worcestershire Syllabus and its enquiry approach linked to the Dudley Agreed Syllabus Discovery RE Links to P4C</p> <p>Action: Embed the "big questions" into RE</p>				
	How well does the school, through its distinctive Christian Character, meet the needs of all learners?	1 X	2	3	4	?

Key strengths

- **Foundation Governors.**
- **Rising trend of progress and attainment.**
- **Children understand Christian values.**
- **Excellent relationships.**
- **Children’s behaviour is good and they enjoy school.**
- **Good and outstanding teaching.**

Areas for development

- **Action: Attainment in writing in Key Stage 1**
- **Action: Continue to link Christian values with justice issues such as “Fairachiever”, charity work and global awareness e.g. Tanzania.**
- **Action: Use of outdoor reflective spaces.**
- **Action: Teach Christian values to children who transfer to St. Mary’s from other schools and into different year groups.**
- **Action: Extend children’s knowledge of Christianity outside the UK and other faiths in the UK.**
- **Action: Embed the “big questions” into RE.**

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

	Evaluation Statements	Judgement				
The central attributes of Collective Worship	The extent to which collective worship is distinctively Christian and central to the life of the school community	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>The extent to which the Christian vision and ethos of the school contribute to the spiritual, moral, social, and cultural development of participants</p> <p>The relevance of worship to the life experience of the whole school community</p> <p>The extent to which worship is engaging, inspiring and transformative</p> <p>The extent to which the opportunities to celebrate the religious festivals in the Church's year have had an impact on the school</p>	<p>Evidence and impact</p> <p>Worship records. Talk to staff, children, governors and parents. World events and news. Parents, grandparents and governors come into class and special assemblies to share worship with parents. Worship Forum. Parental evaluations of worship. Values assemblies. Reflective time in assemblies applying worship to children's own lives. Worship "Write-on" board: flip chart for children's thoughts. Understanding of Jesus' character and actions: "What would Jesus do in this situation?" Prayer shells/notes/stones/holding crosses. Grace/Prayers throughout the day. Leadership of children planning worship. Year 2 lead worship for Year 1. Key Stage 2 leading worship for Key Stage 1. Ethos/Worship Committee contributions to worship. Worship themes. Important first part of day. Visitors lead worship. Evidence in worship observations. Questionnaires and actions evidence. All stakeholders love celebrating festivals. Focus on family participation. Numbers increasing every time. Bishop Graham's blessing of our "Quiet Garden" which is used regularly.</p> <p>Action: Outdoor worship.</p>				

	Evaluation Statements	Judgement				
Theological basis of Collective Worship	How well collective worship enables the participants to develop an understanding of Jesus Christ and of the Christian understanding of God as Father, Son and Holy Spirit	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>The extent to which collective worship reflects local Anglican/Methodist traditions and practices, including the Eucharist/ Communion where appropriate</p> <p>The contribution to learners' understanding of Christian theological concepts and beliefs at an appropriate level</p> <p>The extent to which collective worship reflects the Trinitarian nature of Christianity (Father, Son and Holy Spirit)</p> <p>The extent to which the Bible is given a significant place in worship</p>	<p>Evidence and impact</p> <p>Anglican traditions: colours, candles, calendar. Advent, Lent, Baptism etc. Rev'd Giles : Year 6 Communion explanations. Worship with Rev'd Giles and SMT. Church services. Blessings/Responses/ Lord's Prayer. Bible on altar box always used, especially Lion Bible for Children. Windows, Mirrors, Doors structure. Every collective worship has nail cross and candle which symbolises we are part of the Christian communion and St. Mary's Church.</p> <p>Action: More work on Trinity and School Prayer, Creed and School Song.</p>				

	Evaluation Statements	Judgement
The key elements of an act of worship	How well collective worship sets the distinctive values of the school in their Christian context.	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: green; color: white; padding: 10px; text-align: center;">1 X</div> <div style="background-color: red; color: white; padding: 10px; text-align: center;">2</div> <div style="background-color: blue; color: white; padding: 10px; text-align: center;">3</div> <div style="background-color: yellow; color: black; padding: 10px; text-align: center;">4</div> <div style="background-color: white; color: black; padding: 10px; text-align: center;">?</div> </div>
	<p>Evaluate the following:</p> <p>The extent to which the <i>gathering</i> for worship is enhanced by, for example, Christian music, actions and symbols and by those leading the worship</p> <p>The extent to which the <i>engagement and encouragement</i> of participants is grounded in distinctively Christian teaching</p> <p>The extent to which participants respond in, for example, praise, the use of silence, songs, guided reflection, prayer and also through their action</p> <p>The extent to which those who lead worship provide an appropriate <i>conclusion</i> to the act of collective worship (based on Christian teaching)</p>	<p>Evidence and impact</p> <p>Music, hymns, Christian songs, symbols always present. Sense of expectation and stillness.</p> <p>Worship themes. Children enjoy worship. Children participate in worship.</p> <p>Good participation. Children love reflection, silence and prayer. (See feedback questionnaires).</p> <p>Children love contributing to and writing prayers for assembly.</p> <p>Collective worship is always interactive with excellent participation from children.</p> <p>Prayers and blessings plus Christian songs.</p> <p>Lord's Prayer.</p> <p>Distinction between worship and assembly with notices.</p> <p>Action: More Anglican responses to be learnt. A variety of Christian music to be used.</p>

	Evaluation Statements	Judgement				
The effectiveness and importance of collective worship	How well the school community, learners and adults, values and engages with collective worship	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>The extent to which collective worship results from a regularly reviewed policy which has a secure place within the school's overall cycle of evaluation and planning</p> <p>The extent to which parents, governors and pupils understand the importance of worship and demonstrate this through their attendance and involvement in acts of worship, including those that involve the local church or clergy</p> <p>The extent to which schemes of work and pupils' learning in a range of appropriate subjects demonstrate how themes for collective worship are relevant to pupils' lives</p>	<p>Evidence and impact</p> <p>Governors' cycle of policies.</p> <p>Significantly increased participation of parents and governors in both school worship and services at church.</p> <p>Worship themes carried on through day/week. Learning walls. Debates and thoughts in classrooms. Themes chosen by SLT and children. Worship Forum. See parental / staff/ children's responses for feedback.</p> <p>Action: Pupil Voice to lead more worship sessions. (See staff planning).</p>				

	Evaluation Statements	Judgement				
The relevance of Collective Worship	The extent to which collective worship is relevant to, and makes a difference to the lives of all members of the school community	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>The extent to which learners are involved in feedback showing that they value collective worship for the opportunities to contribute and engage in prayer and reflect about issues that they find relevant</p> <p>The extent to which learners listen responsively to worship leaders and each other, demonstrating a respect for and appreciation of the contributions and achievements of others</p> <p>The effectiveness of the learners' leadership of worship and to what extent they value the leadership opportunities that this brings</p>	<p>Evidence and impact</p> <p>Learners' feedback to SMT and to Rev'd Giles. Parental feedback from younger children. Current news events. Charity/Macmillan/Children's Society/Children in Need/Save the Children/Local Foodbank/Syrian Refugees/Help for Heroes.</p> <p>Excellent listening and participation. Children enjoy worship. Values education.</p> <p>Children participate with Rev'd Giles and visitors e.g. "Open the Book" as well as daily worship assemblies. Children lead assemblies. (Green Team, School Council etc.). Ethos and Worship committee. Praise assemblies and certificates for achievements in school and at home. Values certificates.</p> <p>Action: More reflection on different prayers.</p>				

	Evaluation Statements	Judgement				
Spiritual growth of all faiths and none	How well collective worship develops personal spirituality within the school community through a range of experiences	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>The extent to which worship is underpinned by Christian values and demonstrates sensitivity towards the viewpoints of those of all faiths and none</p> <p>The extent to which opportunities for prayer and reflection allow pupils to reflect, meditate or pray in a positive and personal way within an ethos of respect and affirmation</p> <p>The extent to which worship has an impact on the development of beliefs, behaviours and attitudes of all learners through a focus on issues relevant to them and on their spiritual growth</p>	<p>Evidence and impact</p> <p>Worship records. Worship experiences are linked to Forest School reflection times later in the school day. Interactive worship walls.</p> <p>Silent prayer and reflection opportunities for all. Children's own prayers.</p> <p>Worship sets the tone for the day. Children's feedback in spiritual diaries and comments. Children's own prayers. RE areas in classrooms used for reflection following collective worship. Prayer boxes used by children to reflect on collective worship.</p> <p>Action: Meditation opportunities and provision of specific indoor/outdoor quiet areas.</p>				

	Evaluation Statements	Judgement				
Leadership and management of Worship	How effectively the school community is involved in the planning, leadership and evaluation of collective worship	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>Worship is planned systematically so that there is continuity, variety and a clear focus on Christian beliefs and festivals</p> <p>Monitoring, evaluation and planning involves the whole school community and results in improvement</p> <p>Leaders ensure worship is creative, alive and cohesive</p> <p>Worship is inclusive, rooted in the Christian faith, but accessible to the whole school community whatever their religious background or stage of development</p> <p>Learners regularly encounter a range of leaders, including learners themselves</p>	<p>Evidence and impact</p> <p>Worship records. The Values cycle. The Christian calendar.</p> <p>Governors', parental, staff and children's feedback is acted upon. Planning overview of weekly themes for cohesion.</p> <p>Worship observations.</p> <p>Involvement of the Worship Committee.</p> <p>Worship leaders including learners and visitors.</p> <p>Action: Continue planning involvement from children.</p>				

	Evaluation Statements	Judgement				
The centrality of prayer	The extent to which opportunities for prayer contribute to the spiritual development of member of the school community	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>Learners understand the nature and purpose of prayer</p> <p>Learners understand the part it may play within an individual's life and in the life of the worshipping community</p> <p>Prayer contributes to the spiritual development of the whole school community</p> <p>Appropriate opportunities are provided for prayer and other worship activities, such as Christian reflection outside collective worship</p>	<p>Evidence and impact</p> <p>Talk to children. Written prayers. Teaspoon prayers. We foster understanding and use prayer from other religions.</p> <p>Prayer in the RE curriculum and visitor input. Grace and home time prayers for reflection and opportunity for stillness, stilling, silence and quiet.</p> <p>Importance of prayer understood.</p> <p>Class reflection time. Prayer displays and corners. Prayer bags/prayer baskets/prayer trees/ prayer fountains.</p> <p>Action: Continue silent reflection times.</p>				
What is the impact of collective worship on the school community?		1 X	2	3	4	?

Key strengths	Areas for development
<ul style="list-style-type: none">▪ Prayer opportunities.▪ Church involvement.▪ Foundation Governors.▪ Joyful singing and participation.▪ Children and parents enjoy worship.▪ Visits and visitors.	<ul style="list-style-type: none">▪ Action: Outdoor worship.▪ Action: More work on Trinity, school prayer, creed and school song.▪ Action: More Anglican responses to be learnt. A variety of Christian music to be used.▪ Action: Pupil Voice to lead more worship sessions completely. (See staff planning).▪ Action: More reflection on different prayers.▪ Action: Meditation opportunities and provision of specific indoor/outdoor quiet areas.▪ Action: Continue planning involvement from children.▪ Action: Continue silent reflection times.

How effective is the Religious Education?

	Evaluation Statements	Judgement				
Standards and progress	The achievement of learners in religious education based on the schools' performance data	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>Standards attained by learners at the end of each key stage</p> <p>Progress for individuals and groups of learners, considering their starting points</p> <p>How well gaps in performance are narrowing for different groups of learners (where information is available)</p>	<p style="text-align: center;">Evidence and impact</p> <p>Good standards and progress. See file. SIP/OFSTED March 2014 report. SIP report October 2016. Teacher assessment against the Dudley Agreed Syllabus criteria. AT1 and AT2 targets and assessment. RE book trawls and Governor monitoring. Specific RE books. Diocesan advice on the Dudley Agreed Syllabus. External assessment : Diocese. Gifted and Talented RE children. RE Quality Award</p> <p style="text-align: center;">Action: Introduction of the 'Understanding Christianity Project'.</p>				

	Evaluation Statements	Judgement				
The quality of teaching and learning	The quality of teaching and learning in religious education	1 X	2	3	4	?
	<p>Teachers' understanding and implementation of high quality religious education teaching over time as evidenced by observation of lessons, the school's own monitoring, other learning activities, discussion with learners and scrutiny of their work</p> <p>The extent to which learning activities address both learning about and learning from religion and enable learners to acquire and apply knowledge and skills set out in the syllabus for religious education</p> <p>The extent to which religious education makes a contribution to the distinctively Christian values of the school and to the spiritual, moral, social and cultural development of learners</p> <p>The extent to which learners enjoy religious education and are enabled to speak about religious ideas and faith</p>	<p>Evidence and impact</p> <p>Book scrutiny evidence. Observation evidence. "Godly Play" evidence. Photographs. Website. Ethos Committee feedback. Governor Monitoring. Feedback from children and staff. External observations from LA/School Educational Improvement Advisor and Margaret James, Diocesan Director of Education. RE moderation with other schools and Margaret James, Diocesan Director of Education and Lynn Gill and Time Reid Diocesan School Improvement Advisors</p> <p>AT1 and AT2 evidence in books. Pupil interviews.</p> <p>Behaviour and deep thinking of children: evidence in environment and books.</p> <p>Evidence in books and in teachers' planning. RE curriculum map. Governors' monitoring of books. Values Curriculum. Pupils' Questionnaires.</p> <p>Children enjoy RE, especially visits, and can articulate their thoughts.</p> <p>Action: Assessment in the Dudley RE syllabus.</p>				

	Evaluation Statements	Judgement				
The quality of the curriculum	The effectiveness of the curriculum in religious education and especially the teaching of Christianity	1 X	2	3	4	?
	<p>The extent to which the school's syllabus reflects the National Society Statement of Entitlement for Religious Education (Appendix 3) and in particular, whether Christianity is the majority study:</p> <ul style="list-style-type: none"> in Key Stages 1 – 3: at least 2/3 Christianity <p>The proportion of curriculum time dedicated to meeting religious education objectives (5% - 10%)</p> <p>The extent to which pupil achievement in religious education is equal or better than comparable subjects</p>	<p>Evidence and impact</p> <p>Curriculum Map. Pre-School, Reception and KS1 study Christianity and Islam/KS2 study Christianity, Judaism and Islam.</p> <p>Visitors from other faiths.</p> <p>Visits to other faith places.</p> <p>5% dedicated RE time.</p> <p>Teacher assessment of AT1 and AT2.</p> <p>Creative open ended learning.</p> <p>Cross-curricular RE e.g. linked to World War 1, Tanzania (Islam).</p> <p>P4C</p> <p>Pupil achievement comparable with other subjects. See data file.</p> <p>Action: Continue to raise pupil achievement. Focus on AT2 and embed involvement of the Worship Committee members in interacting with teaching staff and other class members to evidence achievement.</p>				

	Evaluation Statements	Judgement				
Leadership and management	The effectiveness of the leadership and management of religious education.	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>The extent to which monitoring of the quality of teaching, learning and assessment leads to an improvement in the performance of learners across the school</p> <p>The extent to which religious education works with and informs effective teaching and learning across the curriculum</p>	<p>Evidence and impact</p> <p>Lesson observations and progress files. Governor monitoring and learning walks. Teaching all good and increasingly outstanding. Cross-curricular evidence in planning. Broad RE curriculum encompasses current themes e.g. justice, freedom of speech, the rule of law, British values, democracy. Subject Co-ordinator knowledge is excellent and she peer coaches staff and models excellent practice. Diocese "Apples of Silver" CPD. Diocese support for Leadership and Management excellent plus CPD. Excellent uptake of Diocese courses and CPD from other providers, e.g. The Quiet Garden Movement.</p> <p>Action: School's own assessment criteria linked to statutory assessment requirements.</p>				
	How effective is the religious education?	1 X	2	3	4	?

Key strengths

- **Children enjoy RE.**
- **Governors, especially Foundation Governors, monitor the subject well.**
- **Curriculum Map is evaluated on a regular basis with staff and governors.**
- **Visits embed RE teaching.**
- **CPD for staff especially on AT1 and AT2 and Diocese training has impacted dramatically on quality of RE.**

Areas for development

- **Action: Introduction of the 'Understanding Christianity Project'.**
- **Action: Assessment in the Dudley RE syllabus.**
- **Action: Continue to raise pupil achievement. Focus on AT2 and embed involvement of the Worship Committee members in interacting with teaching staff and other class members to evidence achievement.**
- **Action: School's own assessment criteria linked to statutory assessment requirements.**

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

	Evaluation Statements	Judgement				
The Christian vision	<p>The extent to which leaders articulate an explicit Christian vision that has an impact on:</p> <ul style="list-style-type: none"> ▪ standards of achievement ▪ the distinctively Christian character of the school ▪ the well-being of all the whole school community 	1 X	2	3	4	?
	<p>Evaluate the following:</p> <p>How well an explicit Christian vision is articulated and implemented</p> <p>The impact of the Christian vision on the achievement of all learners including the effectiveness of leaders in helping learners to overcome educational, social and economic disadvantage</p> <p>How well leaders promote the well-being of all learners, particularly their spiritual, moral, social and cultural development, through a broad and distinctive curriculum in addition to worship and religious education</p>	<p style="text-align: center;">Evidence and impact</p> <p>Vision of Headteacher shared with all stakeholders. Solid backing of the whole staff in living the values of the school. Participation in worship good. Achievement for all. Children to achieve well and to contribute to society. Christian vision of unique and precious individuals adhered to by all. Pupil Premium used wisely: caring about disadvantage and one-to-one provision. Each child is unique. SMSC pervades policies, thinking, website. See planning and curriculum maps. Impact of monitoring. Cross-Curricular teaching. New broad National Curriculum in school. Mental health and wellbeing evidenced through nurture group, links with Dudley health and wellbeing and NHS (daily mile), mindfulness and reflection and P4C. Standards of achievement improved through Christian values following teaching of Biblical lessons.</p> <p>Action: Revisit the National Curriculum/Dudley Agreed Syllabus termly with Worcestershire's enquiry based learning questions.</p>				

Statutory requirements	<p>The arrangements for RE meet statutory requirements? Y/N</p> <p>The arrangements for Collective Worship meet statutory requirements? Y/N</p>	YES				
Evaluation Statements		Judgement				
Evaluation and strategic planning	The extent to which school leaders secure the impact of this vision through evaluation and strategic planning	1 X	2	3	4	?
<p>The impact of monitoring and evaluation on the school's Christian character</p> <p>How well governors hold leaders to account for the school's effectiveness as a church school</p> <p>The extent to which leaders enable all members of the school community to contribute to and understand the development and implementation of the school's distinctively Christian vision</p> <p>The implementation and effectiveness of improvement plans related to the distinctive Christian characteristics of the school</p> <p>The extent to which the issues in 'Focus for development' from the last inspection have been addressed and in a manner that has brought about positive outcomes for the learners</p>		<p>Evidence and impact</p> <p>School's Christian character is commented on by all visitors to the school.</p> <p>Lead school in diocese for Christian Distinctiveness</p> <p>Values Coordinator leads diocese inset.</p> <p>SMT monitor and uphold school's Christian character. (See files on distinctiveness).</p> <p>Excellent, knowledgeable governors, especially the Chair and Vice-Chair. Feedback sheets, notes and monitoring.</p> <p>INSET days. CPD. Staff meetings. Parents' workshops.</p> <p>Vision days.</p> <p>Diocese days.</p> <p>Values sessions.</p> <p>Values Days for stakeholders.</p> <p>Part of SDP each year, monitored and updated on progression towards aims.</p> <p>SMSC: OFSTED March 2014.</p> <p>All met.</p> <p>Action: Induction of all new staff into clear vision and Christian distinctiveness.</p>				

	Evaluation Statements	Judgement				
Future leadership	How well leaders prepare for future leadership across church schools	1 X	2	3	4	?
	<p>The effectiveness of professional development in enhancing the Christian character of the school</p> <p>The effectiveness of preparation for the future leadership of church schools by the implementation of an appropriate programme of staff development</p> <p>The extent to which the National Society Statement of Entitlement for Religious Education is implemented, in particular:</p> <ul style="list-style-type: none"> • priority given to staff expertise and specialist qualifications in religious education • priority given to professional development in religious education <p>the level of resourcing for religious education</p>	<p>Evidence and impact</p> <p>CPD for all staff on programme in-house, with LA and with Diocese.</p> <p>“Apples of Silver” and Holland House CPD.</p> <p>Self Evaluation and CPD from Diocese (SLA).</p> <p>Diocese NQT and new teacher / manager/ Deputy Head / Headteacher training.</p> <p>Induction programme for new staff.</p> <p>Staff CPD files particularly on “Growing your own Leaders.”</p> <p>Succession planning.</p> <p>Cross school networking with other church schools to increase subject knowledge.</p> <p>CPD across the board a priority including RE.</p> <p>Good teaching in RE because of good CPD.</p> <p>Initial resources and continuing resources from St. Mary’s Church. Mothers’ Union “Hand in Hand” funding. Grants obtained from Jerusalem Trust, Faith in Action and other funding streams.</p> <p>Action: Continue to apply for funding streams for RE.</p>				

	Evaluation Statements	Judgement				
Partnerships	The effectiveness of partnerships with the local church, the deaneries, the diocese/district and the wider community, including the parents and carers	1 X	2	3	4	?
	<p>The extent to which leaders and managers form partnerships and engage with the Church in parish, diocesan/district, national and global communities in a way that enriches the lives of learners</p> <p>The effectiveness of the incumbent/minister/chaplain/youth worker in supporting individuals and developing the distinctive Christian character of the school</p> <p>The effectiveness of parental engagement and contribution to school life</p>	<p>Evidence and impact</p> <p>Partnerships with St. Mary's Church, Worcester Diocese, Mothers' Union, Tanzania and other communities very strong. Significant strong links made outside the school. Links with other faiths: Hindu/Islam shared celebrations and festivals.</p> <p>Strong links with Shree Hindu Mandal School in Dar Es Salaam. Visitors from all partnerships a part of the school. Excellent support of Rev'd Giles/Geoff Nicholls(Vice –Chair) /Foundation Governors in all ways, Elizabeth Green (Chair of Governors and Mothers' Union Regional President). CPD from Diocesan Youth Officer. Strong links with St. Mark's, St. Stephen's, Maidensbridge and other schools via the Worship Forum. Visitors : "Open the Book"/ Wall Heath/ local churches. "Walk through the Bible" and Bible Explorer. Significantly increased parental engagement and happiness with the school: PTA/reading teams/visits teams are strengths. Parental feedback sheets.</p> <p>Action: Continue the good work with parents/carers.</p>				
	How effective are the leadership and management of the school as a church school?	1 X	2	3	4	?

Key strengths

- Significant strong links with church, Diocese and community.
- Excellent link with Tanzania.
- Strong leadership.

EVIDENCE FILES CONTAIN:

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

- Ofsted
- Global citizenship (Tanzania)
- Charities
- Displays
- Newsletters
- Children's thoughts and reflections

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

- Services
- Visitors
- Prayers
- Morning Worship
- Worship feedback
- Themes
- Worship Committee
- Governors' Monitoring of Worship

THREE: How effective is the Religious Education?

- Curriculum
- Assessment
- Visits
- Examples of children's work
- Debates

Areas for development

- Action: Revisit the National Curriculum/Dudley Agreed Syllabus termly with Worcestershire's enquiry based learning questions.
- Action: Induction of all new staff into clear vision and Christian distinctiveness.
- Action: Continue to apply for funding streams for RE.
- Action: Continue the good work with parents/carers.

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

- Vision and Values
- Policies
- Ethos Committee (SIAS/SIAMS)
- CPD
- Parents
- Governor Monitoring
- Leadership Team Monitoring
- Questionnaires

FIVE: EXTRA EVIDENCE

- Sticky Church
- Workshops
- Festivals
- Diocesan Support
- Pupil Involvement and Awards
- Parish Magazines

