



Context

Context



Previous and Current Priorities

Priority Item



Summary	
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Strengths	Areas for Development
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Vision and values grounded in Christian theology and narrative

(MA)

To what extent is the school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative?

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Leaders current in Church school education thinking

(MA)

To what extent do leaders show awareness and understanding of current thinking in Church school education?

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Christian vision shapes policies, actions and development

(MA)

To what extent does the school's Christian vision shape policies, actions, and Church school development plans?

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Worship and RE prioritised

(MA)

How is priority given to collective worship and to RE?

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School's Christian partnerships

(MA)

How well do leaders ensure that the school's formal partnerships are supported, sustained, and informed by the school's Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches.

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Supporting staff understanding of Church school

(MA)

How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school?

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Preparing future Church school leaders

(MA)

How well are future Church school leaders prepared and supported through professional development, leading to improved practice?

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Governor involvement in self evaluation

(MA)

How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?

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Meeting pupil's needs

(MA)

How effective is the school at meeting the learning needs of all pupils through the curriculum?

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Identifying vulnerabilities and additional needs

(MA)

How effective is the school in identifying those who are vulnerable and who may have additional learning and personal needs?

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Supporting pupil's spiritual development

(MA)

How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?

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Character Development: hope Aspiration and Courageous Advocacy



Led by: MA

Summary	
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Demonstration School - Siams Self Evaluation

Character Development: hope Aspiration and Courageous Advocacy - Criteria

Printed: 29 Aug 2022

Led by: MA

Good

Developing aspiration and resilience (MA)

To what extent does the school's vision and associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?

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Wider curriculum opportunities (MA)

How do leaders make sure that all pupils have curriculum opportunities to look beyond themselves, ask big questions, think globally about life, and develop an understanding of disadvantage, deprivation, and the exploitation of the natural world?

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Connected ethical and charitable activities (MA)

How well does the school community connect its ethical and charitable activities to the school's vision and associated values?

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Social action and challenging injustice (MA)

Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?

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Summary

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Areas for Development

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Relationships, forgiveness and reconciliation

(MA)

To what extent does the school's Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practise forgiveness and reconciliation? Is this reflected in the school's behaviour, exclusion, and attendance policies?

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Support for mental health

(MA)

How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

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Summary

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Dignity and value of all God's children

(MA)

How well does the Christian vision and associated values enable dignity and value all God's children, ensuring through policy and practice the protection of all members of the school community?

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Understanding, respecting and celebrating difference and diversity

(MA)

How well does the whole curriculum provide opportunities for all pupils to understand, respect, and celebrate difference and diversity?

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Relationships and sex education

(MA)

Does the school have an approach to relationships and sex education that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others?

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The Impact of Collective Worship Good

Led by: MA

Summary	
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Opportunities to grow spiritually (MA)

Worship offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship, and reflection whether they are engaged in learning in school or at home.

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Appreciation of different ways of worshipping (MA)

Worship enables all pupils and adults to appreciate that Christians worship in different ways, e.g. using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals, and where appropriate, the Eucharist.

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Appreciation of relevance of faith in today's world (MA)

Worship helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible, and to develop their understanding of the Christian belief in the trinitarian nature of God, and its language.

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Leading worship (MA)

Worship enables pupils as well as adults to engage in the planning, leading, and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.

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Involvement of local church community partnerships (MA)

Worship encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

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Summary	
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Actions Taken	Impact of Actions
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Strengths	Areas for Development
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Understanding Christianity as a living world faith

(MA)

How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text?

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Consideration of impact on Britain's cultural heritage and people worldwide

(MA)

How well does RE help pupils to consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?

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Knowledge and understanding of other major religions and views

(MA)

How well does RE enable all pupils to develop knowledge and understanding of other major world religions and worldviews, and their impact on society and culture?

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Critical personal reflection

(MA)

How well does RE give pupils a safe space to critically reflect on their own religious, spiritual, and/or philosophical convictions?

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Sharing practice and professional development

(MA)

Do teachers share effective practice locally and regionally and engage in professional development?

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Assessment of learning

(MA)

Are there rigorous and effective systems that enable teachers to know how and what pupils are learning in RE?

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Progress in RE

(MA)

How well do pupils make progress in RE as a result of a rich and engaging curriculum?

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