



Self-Evaluation Toolkit for Church Schools

(CANTERBURY & ROCHESTER DIOCESES)

It is important that the Toolkit is used with reference to the National Society's Framework for Inspection and Self-evaluation of Church of England, Methodist and Ecumenical Schools and the National Society's SIAS Grade Descriptors.

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

<p>Name of school:</p> <p>Type of school (Primary, Secondary):</p> <p>Status (VA, VC, Foundation, Academy):</p> <p>LA:</p> <p>Diocese/circuit:</p> <p>Number on roll:</p> <p>School's Unique reference number:</p>	
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HOW WELL DOES THE SCHOOL, THROUGH ITS DISTINCTIVE CHRISTIAN CHARACTER, MEET THE NEEDS OF ALL ITS LEARNERS?

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of impact (How do you know?)
Ia How well do the school's Christian values have an impact on all learners and enable them to flourish as individuals?			
Christian values underpinning the life of the school Individual learners nurtured as children of God Whole curriculum Extra curricular opportunities Academic achievement			

	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?	All stakeholders identify how well Christian values have an impact on the whole curriculum. They describe the impact of these on their own and others' motivation, self image, understanding, achievement and behaviour.	Most stakeholders identify how well Christian values impact on many aspects of the curriculum. They describe the impact of these on many aspects of their own and others' motivation, self image, understanding, achievement and behaviour.	Some stakeholders identify how well Christian values impact on key aspects of the curriculum. They describe the impact of these on key aspects of their own and others' motivation, understanding, achievement and behaviour.	Few stakeholders identify how well Christian values have an impact on the curriculum. There is little evidence of them having an impact on their own and others' motivation, understanding, achievement and behaviour.

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

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of impact (How do you know?)
Ib How well does the Christian character support the spiritual, moral, social and cultural development of all learners whether they are Christian, of other faiths or of none?			
<p>The distinctive Christian character impacts on:</p> <ul style="list-style-type: none"> • spiritual • moral • social • cultural • community cohesion • citizenship <p>Learners relate social and personal issues to Christian teaching</p>			

	Outstanding	Good	Satisfactory	inadequate
How well does the Christian character support the SMSC development of all learners whether they are Christian, of other faiths or of none?	Across the whole curriculum Christian values consistently encourage, nourish and challenge the SMSC development of all learners.	Across the whole curriculum Christian values significantly encourage, nourish and challenge the SMSC development of most learners.	Across some of the curriculum Christian values encourage, nourish and challenge the SMSC development of some learners.	There is little evidence of Christian values encouraging, nourishing and challenging the SMSC development of learners.

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

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of Impact (How do you know?)
Ic How well does the Christian character of the school prepare learners to become responsible citizens?			
Examples of Christian teachings on stewardship and service prepare learners to become responsible citizens			

	Outstanding	Good	Satisfactory	Inadequate
How well does the Christian character of the school prepare learners to become responsible citizens?	The Christian character of the school has a major impact on the learners' understanding of their role in local, national and global communities.	The Christian character of the school has a significant impact on the learners' understanding of their role in local, national and global communities.	The Christian character of the school has some impact on the learners' understanding of their role in local, national and global communities.	The Christian character of the school has little impact on the learners' understanding of their role in local, national and global communities

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

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of Provision (What effect does it have?)	Evidence of impact (How do you know?)
Id How effectively do key Christian values motivate the relationships between all members of the school community?			
<p>Influence of the school's identified distinctive Christian values on relationships between:</p> <ul style="list-style-type: none"> • learners • learners and adults • parents • staff • governors • church community • visitors <p>Inclusion Behaviour policy Complaints procedures Conflict resolution</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 DOES THE SCHOOL, THROUGH ITS DISTINCTIVE CHRISTIAN CHARACTER,
MEET THE NEEDS OF ALL ITS LEARNERS?**

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of provision (How do you know?)
Ie How well is the spiritual development of learners enhanced by the school environment?			
Focus for reflection Interactive displays Use of outside space Use of common space Quiet areas Prayer corners Respect for creation Symbols and artefacts Engagement of learners			

	Outstanding	Good	Satisfactory	Inadequate
How well is the spiritual development of learners enhanced by the school environment?	The school environment makes a major contribution to the spiritual development of all learners.	The school environment makes a significant contribution to the spiritual development of most learners.	The school environment makes some contribution to the spiritual development of some learners.	The school environment has limited impact on the spiritual development of learners.

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

Summary judgement:

Areas in which the school feels it does well:

Areas which the school feels it should develop further:

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

Within the context of a distinctively Christian character:

Prompts	Provision	Impact of provision	Evidence of impact
2a How positive are learners' attitudes to collective worship?			
Learners': <ul style="list-style-type: none"> • response • participation • leadership Evaluations from learners Parents' feedback			

	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.

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

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of provision (How do you know?)
2b To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?			
Refer to evidence from those of Christian faith, of other faiths and of no faith Impact on beliefs, attitudes, behaviours, etc			

	Outstanding	Good	Satisfactory	Inadequate
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.

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

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of Impact (How do you know?)
2c How well does collective worship develop learners' understanding of Anglican/Methodist/ecumenical traditions and practice?			
<p>Learners' familiarity with and (where appropriate) use of a wide variety of Anglican/Methodist/ecumenical forms of worship:</p> <ul style="list-style-type: none"> • liturgy • prayer • Bible • music • symbolism • use of silence • Eucharist • understanding of festivals • saints' days • church calendar <p>Worldwide Anglican/Methodist communions Other Christian traditions Respect for other faith traditions Involvement in life of parish</p>			

	Outstanding	Good	Satisfactory	Inadequate
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.

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

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of impact (How do you know?)
2d How effectively is the importance of worship demonstrated in the life of the school?			
Place of worship in school development plan/improvement planning/budget INSET opportunities Policies and documentation Planning, recording and evaluation Compliance with legislation Timetabling Resources Adult attendance: <ul style="list-style-type: none"> • all staff • parents • governors • visitors • church community 			

	Outstanding	Good	Satisfactory	Inadequate
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. A formal system of evaluation is in place which shapes future planning and leads to improvement.	The planning of collective worship is usually thorough and creative, involving a range of stakeholders. Worship is regularly evaluated which is taken into account in planning.	The planning of collective worship is effective. A record is kept of the themes covered in worship.	The planning of collective worship is inconsistent. No recording or evaluation of worship takes place.

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

Summary judgement:

Areas in which the school feels it does well:

Areas which the school feels it should develop further:

HOW EFFECTIVE IS THE RELIGIOUS EDUCATION?

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of impact (How do you know?)
3a How high are the standards and how well do all learners achieve in RE?			
Assessment data to measure individual progress			

	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 IS THE RELIGIOUS EDUCATION?

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of provision (How do you know?)
3b How effective are learning and teaching in RE?			
Learners' knowledge and understanding of Christianity and other faiths Development of skills (personal learning and thinking skills) Range of creative learning styles Syllabus Medium term planning Scheme of work AFL (assessment for learning) Monitoring			

	Outstanding	Good	Satisfactory	Inadequate
How effective are learning and teaching in RE?	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. Learners are always reflective, understanding how they learn, and actively identify how to improve.	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. Learners are often reflective and are actively engaged in their learning and assessment.	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. Learners are reflective and are developing an engagement in their learning and assessment.	Ineffective use is made of assessment data. Learning strategies are inappropriate to learners' needs or subject content. Learners are not engaged in their learning in RE.

HOW EFFECTIVE IS THE RELIGIOUS EDUCATION?

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence o provision (How do you know?)
3c To what extent do learners of all faiths and of none demonstrate a positive attitude towards RE?			
Pupil voice Use of feedback Pupils withdrawn Parental views			

	Outstanding	Good	Satisfactory	Inadequate
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 EFFECTIVE IS THE RELIGIOUS EDUCATION?

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of provision (How do you know?)
3d How well does RE contribute to the spiritual and moral development of all learners?			
<p>Opportunities in the scheme of work to explore their own beliefs and the beliefs of others. Experiential learning including use of visitors and visits</p>			

	Outstanding	Good	Satisfactory	Inadequate
<p>How well does RE contribute to the spiritual and moral development of all learners?</p>	<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 openly and with respect their beliefs and those of others.</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 beliefs and those of others.</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 others</p>

HOW EFFECTIVE IS THE RELIGIOUS EDUCATION?

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of provision (How do you know?)
3e To what extent does RE promote the distinctive Christian character of the school?			
Learners' knowledge and understanding of distinctive denominational beliefs, practices and traditions RE used to lead and inform wider curriculum planning, integrated themes and cross curricular links School recognised locally as a leading school for RE			

	Outstanding	Good	Satisfactory	Inadequate
To what extent does RE promote the distinctive Christian character of the school?	The relevance of religion and faith informs planning across most areas of the curriculum. Learners have an effective understanding of Christian faith and practice.	The relevance of religion and faith contributes to other parts of the curriculum. Learners have a growing understanding of Christian faith and practice.	The relevance of religion and faith links to some areas of the curriculum. Learners have some understanding of Christian faith and practice.	The relevance of religion and faith rarely links to other areas of the curriculum. Learners have little understanding of Christian faith and practice.

HOW EFFECTIVE IS THE RELIGIOUS EDUCATION?

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of provision (How do you know?)
3f To what extent does RE promote community cohesion through an understanding of and respect for diverse communities?			
Learning about and from: <ul style="list-style-type: none"> • Christianity as a multi- cultural faith • other faiths Inclusion of faiths represented in the school Understanding of the Christian and other faith traditions of the area Faiths represented in UK Global representation of Christian faith Climate of openness to discuss and express faith issues without ridicule Faith communities' support			

	Outstanding	Good	Satisfactory	Inadequate
To what extent does RE promote community cohesion through an understanding of and respect for diverse faith communities?	Learners and adults celebrate religious and cultural diversity in school, locally, nationally and globally.	Learners and adults value religious and cultural diversity in school, locally, nationally and globally.	Learners and adults affirm religious and cultural diversity in school, locally, nationally and globally	Negative responses toward religious and cultural diversity are not challenged by adults or learners.

HOW EFFECTIVE IS THE RELIGIOUS EDUCATION?

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of provision (How do you know?)
3g How effectively is the importance of RE demonstrated in the life of the school?			
Comparison of standards in RE with core subjects Location in the curriculum Time allocation Staffing Resources Monitoring of RE INSET RE on development plans			

	Outstanding	Good	Satisfactory	Inadequate
How effectively is the importance of RE demonstrated in the life of the school?	Standards in RE are above standards in other core subjects. Senior leaders ensure leadership, monitoring, planning, resources, subject expertise, INSET and external support for RE lead to outstanding learning.	Standards in RE are in line with standards in other core subjects. Senior leaders ensure leadership, monitoring, planning, resources, subject expertise, INSET and external support for RE lead to good learning.	Standards in RE are normally in line with standards in other core subjects. Senior leaders ensure leadership, monitoring, planning, resources, subject expertise, INSET and external support for RE lead to satisfactory learning.	Standards in RE are significantly below standards in other core subjects There is limited effective leadership, monitoring, planning, resourcing, subject expertise, or INSET in RE. Senior leaders provide limited external support.

HOW EFFECTIVE IS THE RELIGIOUS EDUCATION?

Within the context of a distinctively Christian character:

Summary judgement:

Areas in which the school feels it does well:

Areas which the school feels it should develop further:

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

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of impact (How do you know?)
4a How well has the school leadership (including the governors) engaged with distinctive Christian values in developing its vision for the school?			
Key Christian values: Which ways in these are distinctively Christian? (Developed by?)			

	Outstanding	Good	Satisfactory	Inadequate
How well has the school leadership (including governors) engaged with distinctive Christian values in developing their vision for the school?	School leaders and governors have a clear vision of how distinctive Christian values are central to every aspect of the school's life. All stakeholders are engaged in regular reviews of the school's Christian values.	School leaders and governors have a vision of how distinctive Christian values influence most aspects of the school's life. Most stakeholders are involved in reviews of the school's Christian values from time to time.	School leaders and governors have a developing vision of how distinctive Christian values affect the school's life. Some stakeholders are consulted in reviews of the school's Christian values.	School leaders and governors have a limited vision of how distinctive Christian values affect the school's life. There is little consultation with stakeholders on the school's Christian values.

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

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of provision (How do you know?)
4b How well is this vision understood by all stakeholders?			
Opportunities to reflect on practical expressions of values Examples of how values are articulated in school life			

	Outstanding	Good	Satisfactory	Inadequate
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 EFFECTIVE ARE THE LEADERSHIP AND MANAGEMENT OF THE SCHOOL AS A CHURCH SCHOOL?

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of provision (How do you know?)
4c How well do leaders and governors ensure that this vision is put into practice by all members of the school community?			
Management of church school self evaluation process Changes effected following initiatives from all stake holders Leadership of RE and CW Continuing personal/spiritual development Induction of all new stakeholders			

	Outstanding	Good	Satisfactory	Inadequate
How well do leaders and governors ensure that this vision is put into practice by all members of the school community?	Leaders and governors ensure that all stakeholders are engaged in robust self evaluation that drives development planning. Issues identified by stakeholders are consistently addressed.	Leaders and governors ensure that all stakeholders contribute to regular self evaluation that informs development planning. Issues identified by stakeholders are largely addressed.	Leaders and governors ensure that most stakeholders contribute to self evaluation that informs some development planning. Some issues identified by stakeholders are addressed.	Leaders and governors do not monitor effectively. Self evaluation does not attend to the distinctive Christian character of the school or the views of stakeholders.

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

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of provision (How do you know?)
4d How well are leaders and governors preparing for the future leadership of Church schools?			
Identification of potential leaders Professional development of all adults Opportunities for adult spiritual development			

	Outstanding	Good	Satisfactory	Inadequate
How well are leaders and governors preparing for the future leadership of Church schools?	Through succession planning the school has a clear understanding of future development needs of the school and of church school education more widely. All staff and governors benefit from personal, spiritual and professional development.	Through succession planning the school has a clear understanding of its future development needs as a church school community. Most staff and governors benefit from personal, spiritual and professional development.	The school has some understanding of its future development needs as a church school community. Some staff and governors benefit from personal, spiritual and professional development.	The school has a limited understanding of the development needs of itself as a church school community or of staff and governors.

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

Within the context of a distinctively Christian character:

Prompts	Provision (What do you do?)	Impact of provision (What effect does it have?)	Evidence of provision (How do you know?)
4e How effective is the partnership between the school, the church and the wider community, including the parents?			
<p>Varied involvement at all levels of school life in the following:</p> <p>Relationships with the Church:</p> <ul style="list-style-type: none"> • local • diocesan • global <p>Relationships with other denominations and faiths</p> <p>Relationships with the community and global links</p>			

	Outstanding	Good	Satisfactory	Inadequate
<p>How effective is the partnership between the school, the church and the wider community, including the parents?</p>	<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>

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

Within the context of a distinctively Christian character:

Summary judgement:

Areas in which the school feels it does well:

Areas which the school feels it should develop further:

Summary of self-evaluation judgements

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

How well do the school's Christian values impact on all learners and enable them to flourish as individuals?
How well does the Christian character support the spiritual, moral, social and cultural developments of all learners (Christian, of other faiths and of no faiths)?
How well does the Christian character 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?

1 How well does the school, through its distinctive character meet the needs of all learners?	Grade:
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2 What is the impact of collective worship on the school community?

How positive are the 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?

2 What is the impact of collective worship on the school community?	Grade:
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3 How effective is the religious education provided by the school?

How high are standards and how well do all learners progress 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 character of the school?
To what extent does RE promote community cohesion through an understanding and respect for diverse faith communities?
How effective is the importance of RE shown in the life of the school?

3 How effective is the religious education provided by the school?	Grade:
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4 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 local community, including parents?

4 How effective are the leadership and management of the school as a church school?	Grade:
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Summary of self-evaluation judgements

Overall Judgements	Grade
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?	
The overall effectiveness of the school as a church school	