



Statutory Inspection of Anglican Schools

Self-Evaluation Toolkit for Church Schools

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.

Name of school:	
Type of school (Primary, Secondary.):	
Status (VA, VC or Foundation, CTC or Academy):	
LA:	
Diocese/circuit	
Number on Roll:	
School's Unique reference number:	

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

Within the context of a distinctively Christian character:

Prompts	Provision	Impact of provision	Evidence of impact
How well does the school apply Christian values to impact on all learners and enable them to flourish as individuals?			
Christian values underpinning your school Individual learners nurtured as children of God Whole Curriculum Extra curricular opportunities Academic achievement			
How well does the Christian character support the spiritual and moral, social and cultural development of all learners whether they are Christian, of other faiths or of none?			
The distinctive Christian character impacts on: <ul style="list-style-type: none"> • Spiritual • Moral • Social • Cultural • Community cohesion • Citizenship Learners relate social and personal issues to Christian teaching			

How well does the Christian character prepare learners to become responsible citizens?			
Examples of Christian teachings of stewardship and service prepare learners to become responsible citizens			
How effectively do key Christian values motivate the relationships between all members of the school community?			
Influence of the school's identified distinctive Christian values on relationships between:- Learners Learners and Adults Parents Staff Governors Church Visitors Inclusion Behaviour policy Complaints Conflict			
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			

Identified areas for development:

Overall grade: 1 2 3 4

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

Prompts	Provision	Impact of provision	Evidence of impact
How positive are the learners' attitudes to collective worship?			
Learners': <ul style="list-style-type: none"> • Response • Participation • Leadership Feedback from learners Evaluations from learners Parent's feedback			
To what extent do learners and staff of all faiths derive inspiration, spiritual growth and affirmation from worship?			
Refer to evidence from those of Christian faith, other faiths and of no faith Impact on beliefs, behaviours, attitudes, etc			

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

<p>Learners' familiarity with and (where appropriate) use of a wide variety of Anglican forms of worship:-</p> <ul style="list-style-type: none"> • Prayer • Liturgy • Music • Symbolism • Use of silence • Eucharist • Bible • Understanding of festivals • Saints' Days • Church calendar <p>World Church Other Christian traditions Respect for other faith traditions</p> <p>Church involvement</p>			
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In what ways is the importance of worship demonstrated/manifested in the life of the school?

<p>Worship on school development plan/ improvement planning</p> <p>Inset opportunities Policies and documentation</p> <p>Planning recording and evaluation</p> <p>Compliance Timetabling</p>			
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Resources Budget			
Adult attendance <ul style="list-style-type: none"> • All staff • Parents • Governors • Visitors • Church community 			
Identified areas for development:			
Overall grade: 1 2 3 4			

HOW EFFECTIVE IS THE RELIGIOUS EDUCATION?

[To be specifically inspected in VA schools only]

Prompts	Provision	Impact of provision	Evidence of impact
How high are standards in RE and how well do all learners achieve?			
Assessment data Comparison of standards with core subjects			

How effective are learning and teaching in RE?			
Learners' knowledge and understanding of Christianity and other faiths Development of skills (Personal Learning Thinking Skills) Syllabus Scheme of work AFL (assessment for learning) Planning Range of creative learning styles Monitoring			
To what extent do learners of all faiths and of none demonstrate a positive attitude towards the subject?			
Pupil voice Monitoring Use of feedback Pupils withdrawn Parental views			
How well does RE contribute to the spiritual and moral development of all learners?			
Opportunities in scheme of work Experiential learning Visitors and visits Making responsible citizens			
To what extent does RE promote the distinctive Christian character of the school?			
Learners' knowledge and understanding of distinctive denominational beliefs, practice and traditions			

School recognised locally as a leading school for RE			
To what extent does RE promote Community Cohesion through an understanding of and respect for other faiths?			
<p>Learning about and from:-</p> <ul style="list-style-type: none"> • Christianity as a multi cultural faith • other faiths <p>Knowledge of the Christian and other faith traditions of the area informing schools work</p> <p>Climate of openness to discuss and express faith issues without ridicule.</p> <p>Faith communities' support</p>			
How effectively is the importance of RE manifested/demonstrated in the life of the school?			
<p>Location in the curriculum</p> <p>Time allocation</p> <p>Staffing</p> <p>Resources</p> <p>INSET</p> <p>RE on development plans</p>			
Identified areas for development:			
<p style="text-align: right;">Overall grade: 1 2 3 4</p>			

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

Prompts	Provision	Impact of provision	Evidence of impact
How well has the school leadership (including governors) engaged with distinctive Christian values in developing their vision for the school?			
Key Christian values What ways these are distinctively Christian Who was involved in developing them?			
How well is the vision understood by all stakeholders?			
Opportunities to reflect on practical expressions of values Examples of how values are articulated in school life			
How well do leaders and governors ensure that the 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 Leadership of CW Continuing personal/spiritual development Induction of all new stakeholders			
How well are leaders and governors preparing for the future leadership of Church schools?			
Identification of potential leaders Professional development			
How effective is the partnership between the school, the church and the wider community, including the parents?			
Varied involvement at all levels of school life Relationships with Church:- <ul style="list-style-type: none"> • local • diocesan • global Other denominations and faiths Local and global communities Two-way support between school and others			
Identified areas for development:			
Overall grade: 1 2 3 4			

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

Summary judgement:

Areas in which the school feels it does well:

Areas which the school feels it should develop further:

This form has been produced by the National Society based on the Leicester Diocesan Board of Education SEF.