

SEEKING THE VIEWS OF THE WHOLE OF THE SCHOOL COMMUNITY ABOUT YOUR CHURCH SCHOOL

GUIDANCE FOR USING THESE QUESTIONS

This is a list of **suggested** questions written as **guidance** to help you to gauge the views of different stakeholders about how effective the school is in ensuring that it is fulfilling its stated Christian vision and living out its associated values as a Church of England school.

They can either be asked as qualitative questions in an interview setting or made into statements for a questionnaire with a numerical grading. You may have to modify the language especially for younger pupils. Some sections lend themselves more appropriately to certain stakeholders and this is reflected in the questions suggested.

It would be useful for you to ensure that you state something about the school's Christian vision when you send out a questionnaire or speak to stakeholders and outline how that vision is appropriate to your context which will set the questions you ask within a particular framework to help those answering the questions.

For example, but please adapt to your context:

At Church of England primary school, we have thought through carefully as a whole school community:

- *Who we are*
- *Why we are here*
- *How, therefore, we live*

As a result, we have a Christian vision that states.....

We all try and live using a set of values associated to this vision which are.....

Our understanding of this vision and values comes from (here explain something about your theological and biblical underpinning)

If you can state this simply and clearly in this or in a similar way, then it will help you to crystallise with your various stakeholders how you are enabling everyone in your school community to live life in all its fullness.

The questions that follow are based on the descriptors for 'good' in the 2018 schedule for SIAMS – the descriptors are included to show how they shape the questions suggested.

You may wish to use some, rather than all, of the questions. If you are seeking to build a case for excellence, there may be other questions, particular to your context, that you might choose to add. The schedule is divided into sections – therefore, rather than trying to tackle the whole schedule at once, it might be more reasonable to divide your questions across a school year, or a number of terms (especially those for the pupils) taking a section or two at a time.

The questions are provided for guidance only. As the schedule will seek to establish the effectiveness of your school within its specific context, you may wish to adapt the questions to reflect your context to provide evidence for the inspector in answering the key inspection question:

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

As you ask your questions, make sure that you note down examples that are given within the various strands of the schedule – these can be used as more detailed evidence within your self-evaluation documentation as appropriate.

Vision and Leadership (Strand 1) – Distinctive Christian vision as the driver for all decision and action.

- *The leaders have developed a Christian vision that reflects its local context.*
- *The school’s policies on admissions demonstrably reflect its Christian vision by being welcoming to pupils with disabilities and learning difficulties, and by being inclusive of different faiths and of pupils from diverse backgrounds.*
- *Leaders, including governors, explain how biblical teaching roots the school’s vision giving it coherence, relevance and sustainability.*
- *Governors articulate the school’s vision with passion and practical illustration.*
- *The school uses its vision to shape development plans and school policies.*
- *Leaders explain how the school’s vision informs both the choice of, and relationships with, a range of local, national and global educational partners.*
- *Leaders are aware of current developments and debates in Church school education and this informs their practice.*

Pupils	Parents/carers	Staff	School leaders
<p>How welcome are you and others made to feel in your school? In what ways are you and others made to feel welcome in your school? How important is the Bible/Jesus’ teaching in your school? How does the teaching of the Bible/example of Jesus help you to live your everyday life in school? What can you tell me about the school’s vision and values? Are they important in your school?</p>	<p>How welcome are you and your child/ren made to feel in the school? In what ways does the school cater for the needs of everybody in their community? Do you have a clear understanding of the Christian vision and values which the school lives out? How important are the Christian vision and values for you and your child/ren in terms of the education which the school provides?</p>	<p>How welcoming and inclusive is the school? How important are the Christian vision and values in the everyday life of the school? Are there ways in which this has helped you to work effectively in school? What sorts of partnerships contribute to the success of the school and to your effectiveness in your particular role?</p>	<p>How welcoming and inclusive is the school? How well do all governors ensure that the school’s Christian vision is lived out in relation to</p> <ul style="list-style-type: none"> • Inclusivity in policy and practice, including in admissions? • The development of partnerships – local, national global? • Monitoring and evaluating the school as a Church school including the recommendations of previous denominational inspections?

Vision and Leadership (Strand 1) – Leadership of Collective Worship

- *Leaders ensure that worship celebrates difference and encourages respect and dignity. It raises aspirations.*
- *Worship engages creatively with the school’s Christian vision and associated values showing respect for and giving dignity to all wherever they may be on their spiritual journey.*

Pupils	Parents/carers	Staff	School leaders
<p>Does/how much does worship help you to think about how you treat others? Does/how much does worship help you to think about the sort of person you might be?</p>	<p>Does collective worship help your child/ren to think about their attitude and behaviour towards others? Does collective worship help your child/ren to think about how they might develop their gifts and talents?</p>	<p>Does/how much does worship celebrate difference and encourage dignity and respect and aspiration for everyone in the school community? Does/how much does worship support members of the school community on their individual spiritual journeys? How are all included in worship, irrespective of their personal beliefs and backgrounds?</p>	<p>How do you ensure that collective worship celebrates difference and encourage dignity and respect and aspiration for everyone in the school community? How do you ensure that collective worship supports members of the school community on their individual spiritual journeys?</p>

Vision and Leadership (Strand 1) – Leadership of Collective Worship

- *Worship is an important way in which pupils are invited to reflect upon the school’s vision and associated values.*
- *It is a time when they reflect on significant local, national and international events.*

Pupils	Parents/carers	Staff	School leaders
<p>Does/how do you learn more about the Christian vision and values of your school in worship? How much does worship time help you to think about what is happening in the wider world?</p>	<p>Does collective worship affirm what the school says about its Christian vision and values? Does worship time help your child/ren to think about what is happening in the wider world?</p>	<p>In what ways does worship help pupils to think about the school’s vision and values and what is happening in the wider world?</p>	<p>How do you know that collective worship helps pupils to think about the school’s vision and values and what is happening in the wider world?</p>

Vision and Leadership (Strand 1) – Leadership of Religious Education

- Reflecting the *Church of England Statement of Entitlement* religious education (RE) is well resourced.
- Leaders ensure that: sufficient dedicated curriculum time is given to RE; RE leaders and teachers have access to regular high quality professional development; RE continuing professional development (CPD) is appropriate, funded and monitored; and RE leaders have opportunities to monitor RE lessons.
- In secondary schools, the school seeks to employ specialist RE teachers. Where relevant, all pupils follow a recognised, externally accredited and appropriate RE qualification at KS4.

Pupils	Parents/carers	Staff	School leaders
		Are you well supported and in what ways for your role in RE in the curriculum in terms of timetabling, resources and training?	How do you monitor RE to ensure that it is adequately supported and resourced so that it has a high profile in the school?

Vision and Leadership (Strand 1) - Partnerships

- Leaders ensure that the distinctively Christian nature of its vision is maintained, remains discernible and is effectively applied within any multi-academy trust (MAT) or federation partnerships into which it enters.
- Many MAT policies may be adopted but key policies are adapted to reflect the school’s vision.
- School to school partnerships reflect ethical choices in line with the school’s vision.
- A distinctive feature of the school is that it understands itself as a partner with the local church and diocese/Methodist community. Leaders are proactive in seeking and maintaining mutually beneficial partnerships with the local church and diocese/Methodist community.

Pupils	Parents/carers	Staff	School leaders
How does your school work hand in hand with your local church in ways that you find interesting and helpful?	What are the benefits of the school’s partnership with the local church?	Ask questions appropriate to context about how the school works within its MAT or federation in line with its Christian vision	Ask questions appropriate to context about how the school works within its MAT or federation in line with its Christian vision especially in relation to policy and practice within your particular school

Vision and Leadership (Strand 1) – Church School Education and training

- All staff members and governors have opportunities to develop their understanding of Church school education.
- Effective use is made of diocesan/Methodist schools and national training events and leaders can demonstrate how this has led to improved practice.
- Leaders ensure that senior and middle leaders have regular opportunities to develop their knowledge and understanding of strategic Church school leadership and this has demonstrable impact on pupil learning.

Pupils	Parents/carers	Staff	School leaders
		How are you supported in your role within this Church school? What opportunities have you been offered to help you to better understand the distinctiveness of policy and practice within a Church school?	How are you supported in furthering your understanding of your school as a Church school and of your role within it? How do you monitor and review the opportunities offered to staff to further their understanding of the school as a Church school?

Vision and Leadership (Strand 1) – Ongoing self-evaluation

- Leaders and governors ensure that there is an ongoing process in place that evaluates the effectiveness of the school as a Church school. This is based on evidence and analysis, include most groups in the school community and inform school improvement.

Pupils	Parents/carers	Staff	School leaders
Do you have opportunities to talk about being part of a Church school?	Are you regularly asked for your views on the school as a Church school?	Are there regular opportunities for you to offer your views on how the school can improve as a Church school?	Is there an effective ongoing process for evaluating the school as a Church school and does this process involve all relevant stakeholders?

Vision and Leadership (Strand 1) – Recommendations from the previous SIAMS inspection

- Leaders and governors ensure that there is an ongoing process in place that evaluates the effectiveness of the school as a Church school. This is based on evidence and analysis, include most groups in the school community and inform school improvement.

Pupils	Parents/carers	Staff	School leaders
			Can you explain how the school has effectively addressed the recommendations from the previous denominational report and how this has benefitted the school community?

Wisdom, Knowledge and Skills (Strand 2)- Broad and balanced curriculum

- *The school has a broad and balanced curriculum which is shaped by its Christian vision and a recognition that each pupil is a unique individual. This ensures the rounded development of the whole child through academic achievement and spiritual development.*
- *Leaders use ethical arguments to justify making bold curriculum decisions to ensure pupils experience an exciting and relevant curriculum that enables them to flourish.*

Pupils	Parents/carers	Staff	School leaders
How exciting do you find the learning to be in your school? How does your learning help you to develop as a whole person (including spiritually)? How will your learning help you in the future?	Do you think that the school develops your child/ren as a unique individual/s and as a well-rounded person/people (including spiritually)? Does the school offer an exciting and relevant curriculum in line with its Christian vision?	How does the school use its Christian vision to make decisions about the best curriculum for the pupils? How do you support pupils academically and spiritually in line with the Christian vision?	How do you ensure that curriculum decisions are made in line with your Christian vision supported by strong ethical arguments? How do you monitor the impact of this curriculum?

Wisdom, Knowledge and Skills (Strand 2)- Data, supporting vulnerable pupils

- *Based on national assessments available at the time of the inspection, progress information provided by the school, and considering context and recent cohorts, the school is at least close to national averages in progress statistics. This includes pupils with special educational needs and disability (SEND) and the most able.*
- *As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish academically.*

Pupils	Parents/carers	Staff	School leaders
Are you helped do to your best in all of your learning? How are you helped to do your best?	Is your child/ren supported in appropriate ways to meet their full potential?	How are you supported in helping all pupils to flourish academically?	How do you monitor academic flourishing in line with the school's vision and values?

Wisdom, Knowledge and Skills (Strand 2)- Data, supporting vulnerable pupils

- *Based on national assessments available at the time of the inspection, progress information provided by the school, and considering context and recent cohorts, the school is at least close to national averages in progress statistics. This includes pupils with special educational needs and disability (SEND) and the most able.*
- *As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish academically.*

Pupils	Parents/carers	Staff	School leaders
Are you helped to to your best in all of your learning? How are you helped to do your best?	Is your child/ren supported in appropriate ways to meet their full potential?	How are you supported in helping all pupils to flourish academically?	How do you monitor academic flourishing in line with the school's vision and values?

Wisdom, Knowledge and Skills (Strand 2)- Spiritual development across the curriculum

- *The school has a clear and secure understanding of spiritual development that is distinguishable from social, moral and cultural development and is shared by staff.*
- *Progressively deeper opportunities exist across the curriculum, which enable pupils to develop curiosity through questioning that helps them explore and articulate spiritual and ethical issues.*
- *Pupils value learning and enjoy questioning, listening and responding creatively across a range of subjects.*

Pupils	Parents/carers	Staff	School leaders
		What is the school's shared understanding of spiritual development? How are all members of the school community encouraged to flourish spiritually?	How have you developed a shared understanding of spiritual development for the whole school community? How do you ensure that this enables spiritual flourishing for all?

Hope, Aspiration and Courageous Advocacy (Strand 3) - Impact of vision on pupils

- *There is a demonstrable culture of aspiring to be the best you can be: the person God created you to be.*
- *Pupils say how the school's Christian vision and associated values help them to make positive choices about how they live and behave.*
- *Pupils say how the school's Christian vision and associated values supports them in their learning.*

Pupils	Parents/carers	Staff	School leaders
How are you helped to make the right choices/positive choices in school? Does the school Christian vision and values help you to make these choices? Does the school Christian vision and values help you in your learning?	Is your child/ren helped to make the right choices/positive choices in school? Is the school encouraging your child/ren to be aspirational? Does the school Christian vision and values help them to make these choices? Does the school Christian vision and values help them in their learning?	How do you draw on the school's Christian vision and values to help pupils to make positive choices about their attitudes, behaviour and learning?	How do you know that staff and pupils draw on the school's Christian vision and values to help them to make positive choices about their attitudes, behaviour and learning?

Hope, Aspiration and Courageous Advocacy (Strand 3) - Impact of vision on pupils

- *Leaders ensure that there are opportunities across the school curriculum to explore many 'big questions' about life and to discuss and develop pupils' understanding of disadvantage, deprivation and the exploitation of the natural world.*
- *Leaders demonstrate how spending decisions (where possible), fundraising, charity partnerships and social action projects reflect the school's Christian vision.*
- *A demonstrable feature of the school is the way in which it encourages its pupils to think globally, as appropriate to context, exploring the companion links that exist between the local diocese/world Church and schools internationally.*

Pupils	Parents/carers	Staff	School leaders
		Are there opportunities within the school curriculum for pupils to explore big questions and issues of fairness/unfairness in the world? Are there practical examples of the school community addressing unfairness and exploitation in the world?	How is the school's Christian vision influencing curriculum decisions about exploring disadvantage, deprivation, exploitation and big questions? What is the impact of these elements of the curriculum?

Hope, Aspiration and Courageous Advocacy (Strand 3) - Impact of vision on pupils

- *Pupils talk about ways to challenge injustice and inequality and take advantage of curricular and extracurricular activities to engage in social action projects. This goes beyond a sense of compassion to a concern for justice.*

Pupils	Parents/carers	Staff	School leaders
Can you think of ways in which you are encouraged to challenge injustice and inequality in the world?	How does the school encourage your child/ren to challenge injustice and inequality in the world?		

Community and Living Well Together (Strand 4) - Behaviour

- *Pupils are observed to behave well and relationships between all members of the school community are generally supportive. This is clearly attributed to the school's vision and associated values by many.*
- *The school behaviour policy and other related policies coherently reflect the school's Christian vision.*
- *Pupils have the opportunity to seek forgiveness and reconciliation and this is reflected in the school's behaviour, exclusion and attendance policy and practice.*
- *When conflicts do arise, these are dealt with in a way which reflects the articulated Christian vision and associated values of the school.*

Pupils	Parents/carers	Staff	School leaders
How does the school's Christian vision and values help you to get on well with others in school? What happens when people do not get on well/fall out with each other?	How does the school's Christian vision and values help your child/ren to develop good relationships with others in school? If disagreements arise, does the school deal with them well?	How are positive relationships established and maintained within the school community? How does the school's Christian vision and values support policy and practice in relation to behaviour, exclusion and attendance?	Is policy and practice related to behaviour, exclusions and attendance clearly and explicitly based on the school's Christian vision and associated values? Is this clearly understood by all stakeholders? What is the impact of these policies and subsequent practice?

Community and Living Well Together (Strand 4) – Mental health and wellbeing

- *There are planned curriculum opportunities to explore different points of view and pupils are given the skills they need to disagree well and to live with contradictory convictions.*
- *The school has in place effective systems for the early identification of issues connected to mental health and wellbeing. Policies support pupils with mental health difficulties making use of expert advice as needed.*
- *Pupils and adults feel confident to express their views and concerns and say they are listened to and are given opportunities to participate in school decisions.*

Pupils	Parents/carers	Staff	School leaders
Do you know what you need to do if you feel unhappy, worried or anxious? Do the adults in the school listen when you talk to them about these things?	Is pupils' mental health and wellbeing supported by the school when appropriate? Would you feel confident in approaching the school about these issues?	Is your mental health and wellbeing supported by the school? Do you feel confident about supporting and helping pupils with their mental health and wellbeing?	Is your mental health and wellbeing supported by the school? How do you monitor and review the effectiveness of your school systems in relation to mental health and wellbeing?

Dignity and Respect (Strand 5) – All are welcomed and treated with dignity and respect

- *There is a demonstrable culture where all members of the school community, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation are welcomed and treated with dignity and respect as people created in the image of God.*

Pupils	Parents/carers	Staff	School leaders
How do you know that everyone is treated equally/with fairness in your school? How do you make sure that you treat everyone equally/with fairness in your school?	Is there a culture of equality, dignity and respect in school?	How do you know that there is a culture of equality, dignity and respect in school? How do you make sure that you put this into practice with fairness?	How do you know that everybody whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation is welcomed and treated with dignity and respect as a person created in the image of God in the school?

Dignity and Respect (Strand 5) – Respecting difference

- *Leaders are successful in ensuring that all curriculum areas encourage a respect for difference, diversity and ways of living.*
- *Pupils say that they feel safe to express their views without being made fun of in a culture of mutual respect.*
- *Pupils show respect for difference and staff will challenge any prejudicial behaviour and language, for example that which is racist, homophobic, biphobic, transphobic, sexist or denigrates pupils on grounds of ability or disability.*
- *There are effective procedures in place to ensure that pupils are protected from all types of bullying and that any incidents that do occur are dealt with effectively and are appropriately recorded.*
- *These policies are up to date, regularly reviewed and evaluated.*

Pupils	Parents/carers	Staff	School leaders
What do you know about people who are like you and people who are not like you? Are you encouraged to express your own opinion and is it respected by others in school? What happens if there is bullying in school?	Does your child/ren learn about diversity, difference and mutual respect in school? Is bullying dealt with well by the school?	Is there a culture of mutual respect and understanding for all in the school? Is bullying dealt with well?	How do you know that policies and practice relating to difference, diversity and bullying are effective and administered with fairness?

Dignity and Respect (Strand 5) - SRE

- *The school offers age appropriate and coherent relationships and sex education that reflects the school's Christian vision and supports pupils to form healthy relationships.*

Pupils	Parents/carers	Staff	School leaders
	Does the school offer appropriate relationships and sex education for your child/ren?	Are you confident about the relationships and sex education offered in school as it relates to your role?	Does your relationships and sex education policy and practice reflect the school's Christian vision?

The impact of collective worship (Strand 6) – Invitational worship and value of prayer

- *Worship is invitational offering everyone the opportunity to engage whilst allowing the freedom for those of other faiths and none to be present with integrity.*
- *All those who wish to be so are actively engaged in worship.*
- *Prayer is a natural and valued part of the culture of the school. It is not compulsory or forced. All those who wish to do so will have regular opportunities to pray and reflect.*
- *Pupils talk about the value of prayer and reflection both in formal and informal contexts and how being still and reflective in their own lives can be helpful.*
- *As appropriate to context, pupils speak of their personal use of prayer and reflection. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development.*
- *Statutory obligations are met in context.*

Pupils	Parents/carers	Staff	School leaders
Why do you think that there is a time of worship in school every day? Why do you think that there are opportunities to pray in worship and at other times? What is the most important part of the time of worship for you?	What does your child/ren say about worship/assembly in school? What does your child/ren gain from the daily time of worship?	In what ways do you find that collective worship has an impact on you personally? How do you encourage and facilitate prayer in the life of the school?	How do you ensure that worship and prayer are invitational and inclusive in school?

The impact of collective worship (Strand 6) – Inspirational worship

- *Worship is creative and pupils talk about how it often inspires them to action.*
- *It has variety, for example, involving music and liturgy, silence, story and reflection and, where appropriate, the Eucharist.*
- *Most staff and pupils talk about how worship causes them to reflect on their behaviour, values and attitudes.*
- *Worship ensures pupils develop an appreciation of the variety of elements and styles found in the diversity of liturgical and other traditions of the worldwide Anglican/Methodist Church and its diversity of expression within the UK. Worship provokes thoughtful and respectful responses from pupils. They are aware of the central importance of the Eucharist/Communion to Christian worship.*

Pupils	Parents/carers	Staff	School leaders
How does worship help you to think about your behaviour/values/attitudes? What special things happen in worship and why? What has worship helped you to think about more deeply?	Do you think that worship helps your child/ren to think about their behaviour/values/attitudes? Do you attend school worship sometimes and, based on your experience, why do you think it is important for the school community?	Does worship help you to think about your behaviour/values/attitudes?	How do you monitor the impact of collective worship on the school community? How does the worship in school reflect your school vision and values?

The impact of collective worship (Strand 6) – Impact on pupils

- *Planning for collective worship ensures that pupils have opportunities to encounter the teachings of Jesus and explore the relevance of his teaching in today's world.*
- *Pupils talk about the meaning of the different elements of Christian worship including belief in the trinitarian nature of God.*

Pupils	Parents/carers	Staff	School leaders
What do you learn about Jesus in worship and why is that important? What do you know about the Trinity?			

The impact of collective worship (Strand 6) – Planning and monitoring of worship

- *An effective shared approach to planning allows appropriate opportunities for pupils to gather, engage and respond.*
- *The planning, monitoring and evaluation of collective worship involves a range of members of the community.*
- *Pupils are actively involved in this process, often taking a consultative role. Most leaders of worship, including clergy, have access to regular training.*
- *The local church community is regularly involved in collective worship, providing practical support and encouragement.*

Pupils	Parents/carers	Staff	School leaders
<p>In what ways do you and/or other pupils help to plan and deliver worship? Do you and/or others have the chance to offer your ideas for changing or improving worship?</p>		<p>What is your role in worship? Do you have opportunities to offer your opinions about worship?</p>	<p>How do you monitor collective worship provision and impact? How do you ensure that the local church and clergy are appropriately involved in the worshipping life of the school and the school in the life of the church? How do you ensure that there is access to adequate training for staff and clergy?</p>

The effectiveness of religious education (Strand 7) – Curriculum balance and design

- Curriculum planning for RE is effective, reflecting a good balance between theology, philosophy and human science.
- Pupils are able to engage with religious text and theological ideas.
- They have developed age appropriate skills of enquiry, critical analysis and interpretation. In this way well-constructed and coherent RE provision results in pupils who give an age appropriate thoughtful account of Christianity as a living and diverse faith with some reference to theological concepts.

Pupils	Parents/carers	Staff	School leaders
Can you tell me about some text/s from the Bible which you found interesting and why? What do Christians think God is like and why? What do you know about Incarnation, Salvation, Kingdom of God.....? How do some Christians live their lives and why?	Does your child/ren talk about their learning in RE? What do they talk about in particular?	What knowledge, understanding and skills do pupils gain from the current RE syllabus? How do you ensure a good balance between different elements within the syllabus?	How do you monitor and review the effectiveness of the current RE syllabus? How does RE in school contribute to your school vision and values?

The effectiveness of religious education (Strand 7) – Impact on pupils

- Pupils demonstrate an informed and respectful understanding of a range of religions and worldviews.
- RE lessons provide a safe space for pupils to discuss religious, spiritual and/or philosophical ideas. Pupils explain ways in which their thinking has been challenged.
- Statutory obligations are met and RE is largely in line with the Church of England Statement of Entitlement.

Pupils	Parents/carers	Staff	School leaders
Why do you think that we learn about different religions and worldviews in RE? Are you encouraged to share your personal opinions in RE lessons? Does everyone listen respectfully? Can you tell me about a puzzling question/big issue/challenging discussion that you met in RE?	What does your child/ren tell you about learning about other religions and worldviews? Do you think that your child/ren are challenged by their learning in RE?	Why do you think we teach RE in our schools? How do you ensure that pupils develop an informed and respectful understanding of religions and worldviews? How do you create a safe space in your RE classroom?	How do you monitor and review the effectiveness of these aspects of the current RE syllabus?

The effectiveness of religious education (Strand 7) – RE leadership and assessment

- The school leader of RE has put in place systems for assessment that result in teachers and pupils being able to gauge progress and attainment in RE.
- Assessment informs planning, securing accurate challenge and supporting pupils to gain a clear understanding of how to make progress.
- Good practice is shared within the school and with other schools through involvement with local, national and regional groups.
- The school leader for RE has regular opportunities to share new ideas and pedagogy so ensuring that all staff teaching RE do so with confidence and to a high standard.

Pupils	Parents/carers	Staff	School leaders
Do you know how well you are doing in RE? Do you know what to do to improve/what are your next steps in RE?	Do you know how well your child/ren is doing in their RE learning?	Are you confident in assessing progress in RE using the systems of the school? Do you know how to encourage next steps in RE?	Is the RE subject leader given the time, resources and training opportunities to enable her/him to develop all aspects of the subject, including staff CPD, across the school?

The effectiveness of religious education (Strand 7) – Specifically in VA schools

- RE teaching and learning is consistently graded good through regular school monitoring (verified at inspection).
- Based on the data available at the time of the inspection, considering context and recent cohorts, pupils make good progress against local expectations (KS1-3) and national averages for GCSE. This includes pupils with SEND and the most able.
- As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish academically in RE.

Pupils	Parents/carers	Staff	School leaders
		<p>Is your teaching at least good in RE? – if not, are you supported for improvement? How are you supported in teaching RE? Are all pupils making at least expected progress in RE?</p>	<p>How do you know that standards of teaching are good and that all pupils are making at least expected progress in RE?</p>