



Inspection Question 1	IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?
	<ul style="list-style-type: none"> • Pupil voice questionnaire and activities • Pupil leadership groups • Staff voice questionnaires and interview • Parents and wider stakeholder questionnaires and interviews • Feedback from annual reports • Evidence from IQ2-IQ6/7 • Staff meeting minutes • Ethos enhancing outcomes / CCC activities • Governors minutes • Letters / Feedback from parents and staff

Inspection Question 2	IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?
	<ul style="list-style-type: none"> • Academic achievement for all pupils – informed by the curriculum. • Attainment and progress of all pupils (including groups) – according to the school curriculum models. • SEND pupils • Most able pupils • Vulnerable pupils (including those with learning difficulties) • Purposeful development of spirituality: Spiritual learners become increasingly aware of self, others, world and beauty and beyond • Attendance data for pupils in extra-curricular activities • Pupils work across subject areas evidencing schools' approach to spiritual development (spiritual development intrinsic part of curriculum). • Pupil voice evidence how vision shaped curriculum impacts on them. • Spiritual reflection journals / diaries (if used and appropriate to share) • Pupils' and adults' engagement in and contribution to prayer, worship and reflection. • Selections of pupils' work (or planning) identifying how the theology supporting the schools vision is reflecting in pupils work / achievements. • Reflections spaces and impact

Inspection Question 3	IQ3 How is collective worship enabling pupils and adults to flourish spiritually?
	<ul style="list-style-type: none"> • Pupil and adult reports / registers of worship leadership (who across the school) • Evaluations of pupil voice (summarised) and continued action plans • Evaluations of adult/stakeholder voice (summarised) and associated action plans • Evaluations of local church voice (summarised) and associated action plans • Spiritual learners become increasingly aware of self, others, world and beauty and beyond • Worship evaluations and floor books (leading to improvements) • Inspired by worship - Case studies collated to show how: Pupils are courageous advocates and agents for change in their local, national and global communities (and any associated responses) where worship inspires action • Spiritual reflection journals / diaries (if used and appropriate to share) • Prayer spaces around school, prayer space leaders and Children's Chaplains

Inspection Question 4	IQ4 How does the school's theologically rooted vision create a culture in which pupils and adults are treated well?
	<ul style="list-style-type: none"> • Evaluation of pupil behaviour: Term on term / year on year (All pupils / relevant groups) • <i>Tracking rewards and sanctions</i> • Attendance rates and trends: Term on term / year on year (All pupils / relevant groups) • Tracking of bullying incidents and types of bullying and the impact of this. • Exclusion rates and trends: Term on term / year on year (All pupils / relevant groups) • Stakeholder voice statements - evaluated (successes and next steps) • Achievement data / work in PSHE • % of pupils supported for mental health support (associated trends) • Impact of internal intervention programmes (drawing and talking / CBT) – Group or anonymised case studies • Impact of external intervention programmes (drawing and talking / CBT) – Group or anonymised case studies • School visitor feedback (following key school events) – capture key statements • Annual pupil reports – pupil and parent feedback.

Inspection Question 5	IQ5 How does the school's theologically rooted vision create a culture a culture of justice and responsibility.
	<ul style="list-style-type: none"> • Pupils work across subject areas evidencing schools' approach to courageous advocacy • Case studies collated to show how: Pupils are courageous advocates for change in their local, national and global communities (Social action impact – change makers log). • Pupils' natural prayer responses (Prayer Spaces and Spiritual areas) – Captured visually / Scrap books (as appropriate) • Media and publicity / awareness – through school websites and newsletters (over time). • Minutes from school council (pupil voice) groups and impact • The impact of pupil voice on changes to meet the needs of pupils in school. • Case studies collated to show how: Pupils are courageous advocates for change in their local, national and global communities • Pupils' work • Monitoring and evaluation • Learning walk monitoring (associated actions and developments) • Environment walk (associated actions and developments)

Inspection Question 6	IQ6 Is the religious education curriculum effective?
	<ul style="list-style-type: none"> • RE Planning examples • Pupil's work in RE • RE monitoring and evaluation (Book scrutiny) • Pupil progress made in RE • CPD logs and evaluations (impact on work) • Learning walk monitoring (associated actions and developments) • Environment walk (associated actions and developments) • Year on year development plans evidence transformation • RE TAOL days • RE evaluation days as part of SIAMS reviews

Inspection	IQ6 Is the religious education curriculum effective?
Question 7 (VA Only – or former VA)	<ul style="list-style-type: none">• RE teaching observations summarised• Assessment data summarised and associated actions/ plans taken• Progress data• Progress articulated through books• Book reviews and feedback• Minutes from governor’s meetings• RE TACL days• RE evaluation days as part of SIAMS reviews