



Archbishop Temple
Multi Academy Trust
Together With God

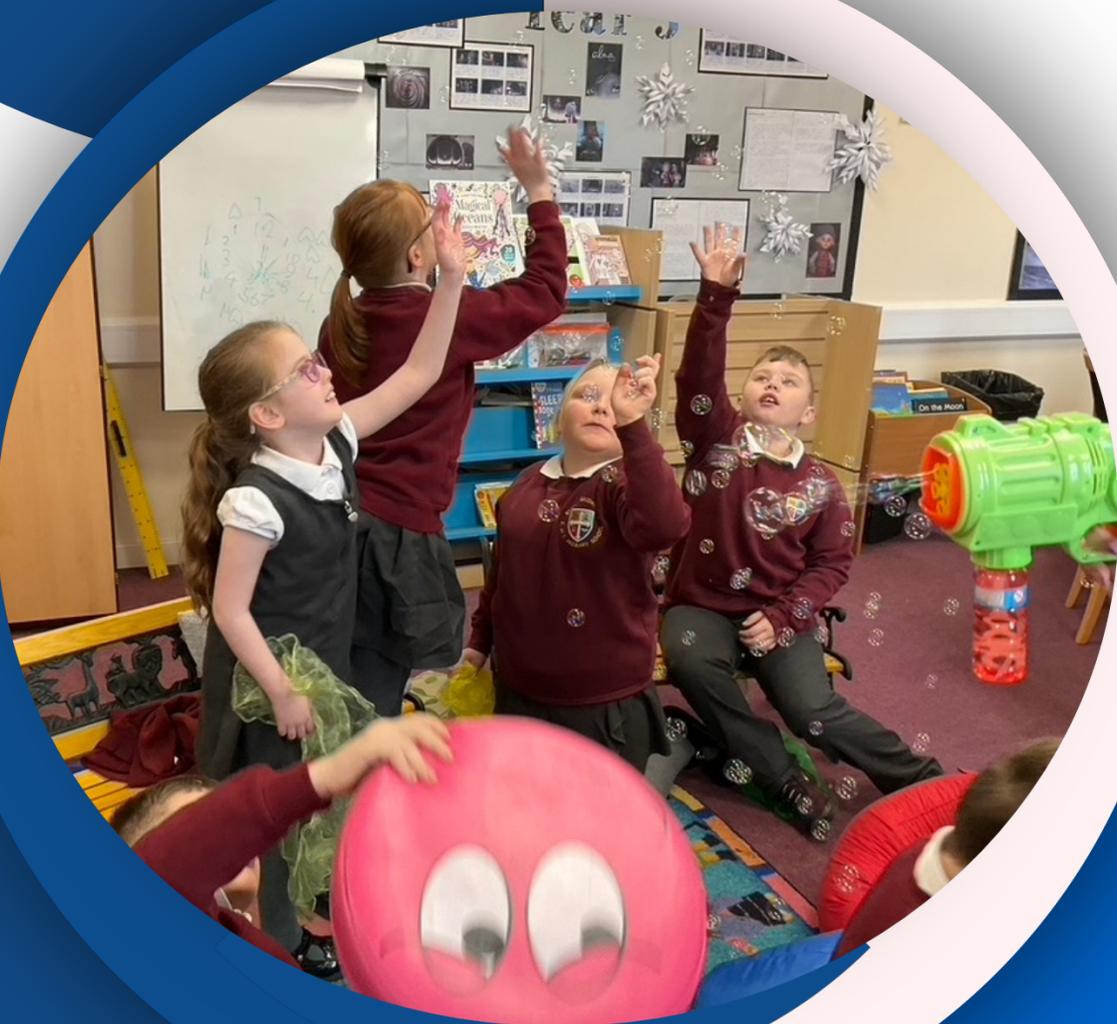
Our Christian Foundation Strategy

May 2024

CEO Canon Jill Pilling

Chair of Trust Canon John Walsh

WWW.



Trust Theologically Rooted Vision



Together with God

Our Trust prides itself on its professionalism and the ability to put the needs of learners, families and staff first. We ensure that pupils are challenged so that they reach the highest expectations, but they do so in a nurturing and caring environment. Our schools and Trust fully understand our learners and their needs, and this is at the centre of all that we do. We find the talents of our pupils and staff and ensure that they have an opportunity to develop that talent so that they can be the best and exceed all possible expectations. Our Trust is committed to improving the life chances of all children. We aim to develop a family of outstanding academies where world-class leaders and teachers put children at the heart of all they do. Archbishop Temple Multi Academy Trust is founded in the values of Faith, Hope and Love firmly rooted in the Christian faith, working together with God.

Each of our academies is recognised for its own distinctive and inclusive Christian ethos demonstrating its unique Christian character under its own theologically rooted, contextually appropriate vision by providing an inspirational and holistic education which enables all to flourish.

“And we know that all things work together for good to them that love God, to them who are called according to his purpose.”

Romans 8 v 28



Trust Theologically Rooted Vision



Together with God

“And we know that all things work together for good to them that love God, to them who are called according to his purpose.”

Romans 8 v 28



All our schools work with their local communities, Local Governance Committees, churches, parishes and the wider Diocesan Board of Education to develop and maintain their distinctive schools visions which drive all the work they do whilst continuing to and aligning with the wider vision of the Trust. The SIAMS inspection framework is used by each of our schools as an indicator of how the school’s vision drives the work they do and how it enables them to live up to their foundation as a church school.

The Inspection framework alongside the Church of England Education Office’s publication ‘Our Hope for a Flourishing Schools System: Deeply Christian, Serving the Common Good’ also provides a tool against which to reflect on the central functions of our Trust and ensure the wider Christian vision is the driving force for all the work we do within and across our family of schools. This document outlines how work carried out centrally is driven by our mission and vision and how this work supports individual academies to do the same.

Our Trust Cycle of Performance



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CYCLE OF PERFORMANCE

01 – HEADTEACHER PERFORMANCE MANAGEMENT

Annual HTPM with External Consultants facilitating and including CEO and Trust board members on all panels. Fortnightly meetings with Heads and Chairs, with CEO meeting Chair of Trust fortnightly also.

02 – PUBLISHED DATA

DCEO monitors published data and provides analysis to Trust termly through Standards Committee and Trust board meetings.

03 – STANDARDS COMMITTEE

Headteachers present termly to Standards Committee. Data including attainment, progress, attendance, safeguarding and curriculum information. In school data is collated on School on a Page (SOAP), with DCEO collating information onto Trust on a Page (TOAP)

04 – EXTERNAL VALIDATION

Archbishop Temple Trust utilises an educational consultant to conduct external reviews using a serving inspector. Website audits also conducted annually.

08 – SAFEGUARDING AUDIT

Annual safeguarding audit in all schools conducted by CEO/SID and Safeguarding Trustee.

07 – SIAMS EVALUATION

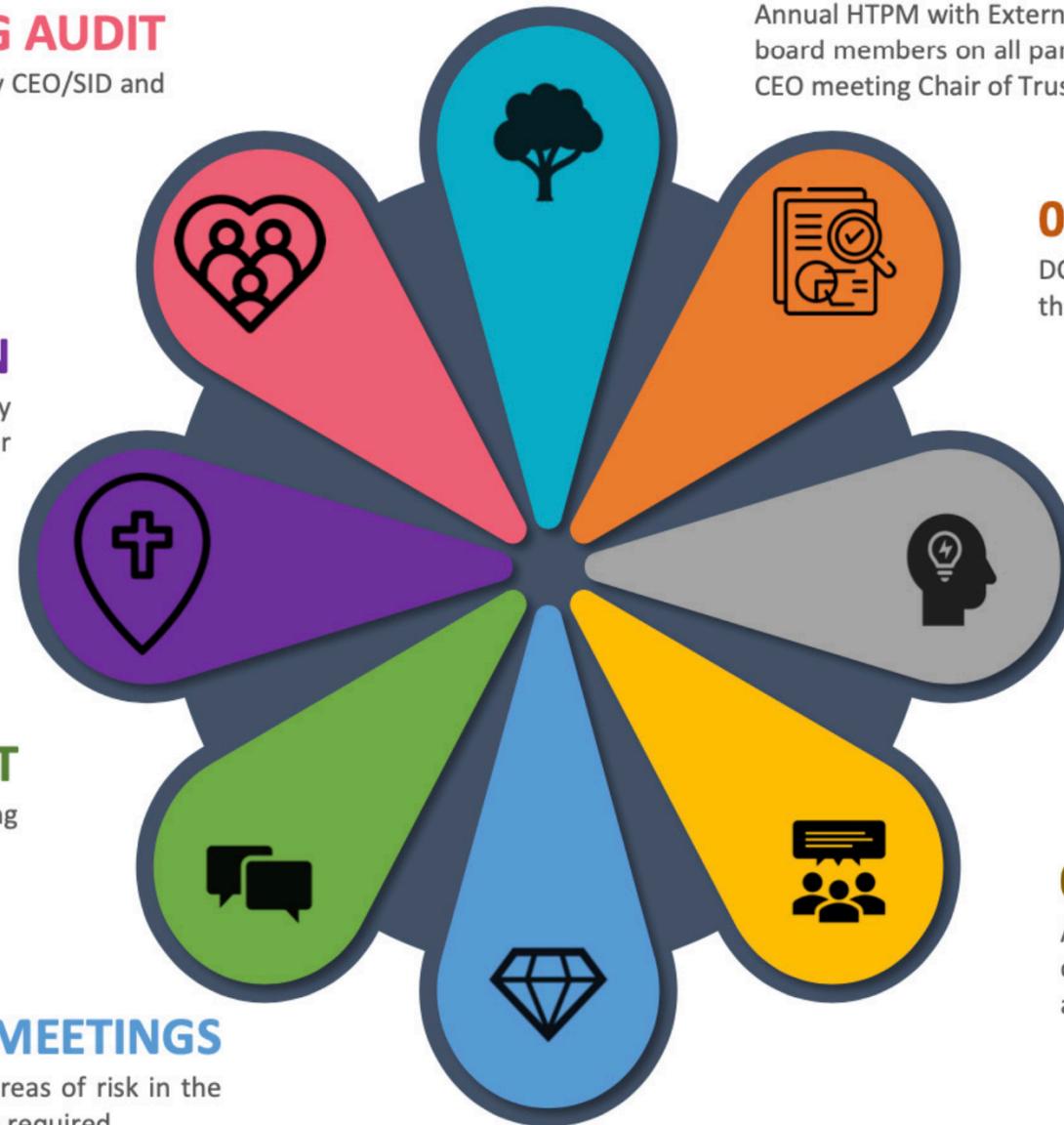
Annual SIAMs evaluation for all church schools, conducted by CEO, to assure Trustees that all schools remain effective under the framework and are distinctively Christian.

06 – TAKING A CLOSER LOOK AT

All Good schools entitled to 4 focus days (TACL day) reviewing a subject and confirming leaders evaluation of the subject.

05 – RISK REVIEW MEETINGS

Termly meetings with HT/DHT to identify any areas of risk in the risk framework plan. Trust to plan support where required.



Honesty

Integrity

Compassion

Kindness

Resilience

Who are we & what are we doing here?



Archbishop Temple Multi-Academy Trust is a North West based Trust in the Manchester Diocese, comprising of 5 successful primary schools. The Trust was formed on 1st August 2016 with 2 of our schools Bishop Bridgeman Church of England Primary School and St James Church of England Primary School converting together as a MAT. Through the success of our partnership St Maxentius joined the Trust on 1st September 2018 and 2 further schools joined on 1st September 2024, St John's Farnworth Church of England Primary School and Bolton Parish Church of England Primary School. We serve over 1200 pupils and 150 staff.

Archbishop Temple trust has a robust governance structure, working closely with the Church through our appointed Members and Trustees, who maintain a close working relationship with Manchester Diocesan Board of Education and our Diocesan Director of Education. Our scheme of Delegation ensures Christian Distinctiveness not only at Member level but throughout the governance and leadership structure of the Trust and schools.

Our Trust maintains that highly accountable, successful and locally-led trusts provide the strongest outcomes for learners, families and staff. As our Trust is fully committed to growth over the next 5 years, we ensure effective systems and processes through our Trust improvement planning and excellent management and operating systems.

We believe in a collaborative approach, at the same time, we fervently encourage each of our school communities to retain its unique identity and curriculum in order to support its pupils and local communities to the highest possible standard. The success of our schools demonstrates our mission to drive self-belief, self-confidence and self-esteem whilst also improving life chances through the ability to impact on the quality of education and aspiration for all pupils and families.

Who are we & what are we doing here?

The Church of England's Hope for a Flourishing School System (2023) provides a useful model with which to reflect on why we are here and how we will carry out our work across the Trust. We know that in order for fulfil our vision for everyone in our community to live life together with God we must create the conditions by which individuals in every part of our organisation can flourish both personally and in the roles that they fulfil. All our decisions and actions are considered through the lens of human flourishing.

In the same way that the vision-led, Trust-wide strategic plan drives the overarching aims of our trust, each of our academies works under their own Christian Visions which they have developed with their communities and wider stakeholders. Each school's vision aligns with the wider vision of the trust and drives all the work each school does.

Our trust excellence strategy sets out the provision, CPD, school improvement, systems and procedures
Flourishing children – Children's leadership opportunities, strong early years provision, excellent curriculum, focus on behaviour, mental health and well-being focus – pastoral support, nurture provision, cycle of performance, CPD strategy subject leaders networks, attendance reviews and outcomes.

Flourishing staff – Talent strategy, cycle of performance, CPD strategy, subject leaders networks, attendance reviews, outcomes, strong curriculum, mental health and well-being.

Flourishing schools – Governance support, cycle of performance, school improvement strategy, estates management, schools unique Christian vision, SEND strategy, Christian foundation strategy, Heads Up, Food for thought.

Flourishing Community – Support for vulnerable families (including those with SEND), safeguarding audits (cycle of performance), family support workers, strong church links, external agency involvement, strong and positive relationships with diocese and alignment with Church of England vision for education, foundation representation on governing board, context focused

Flourishing Trust – Alignment with Diocesan and Church of England vision for education, Trust board skills and qualities, skills audits, outward facing inc engagement in Flourishing Trust network, Governance review, strong financial procedures, civic duty, growth strategy, Christian Foundation Strategy.



Excellence Strategy



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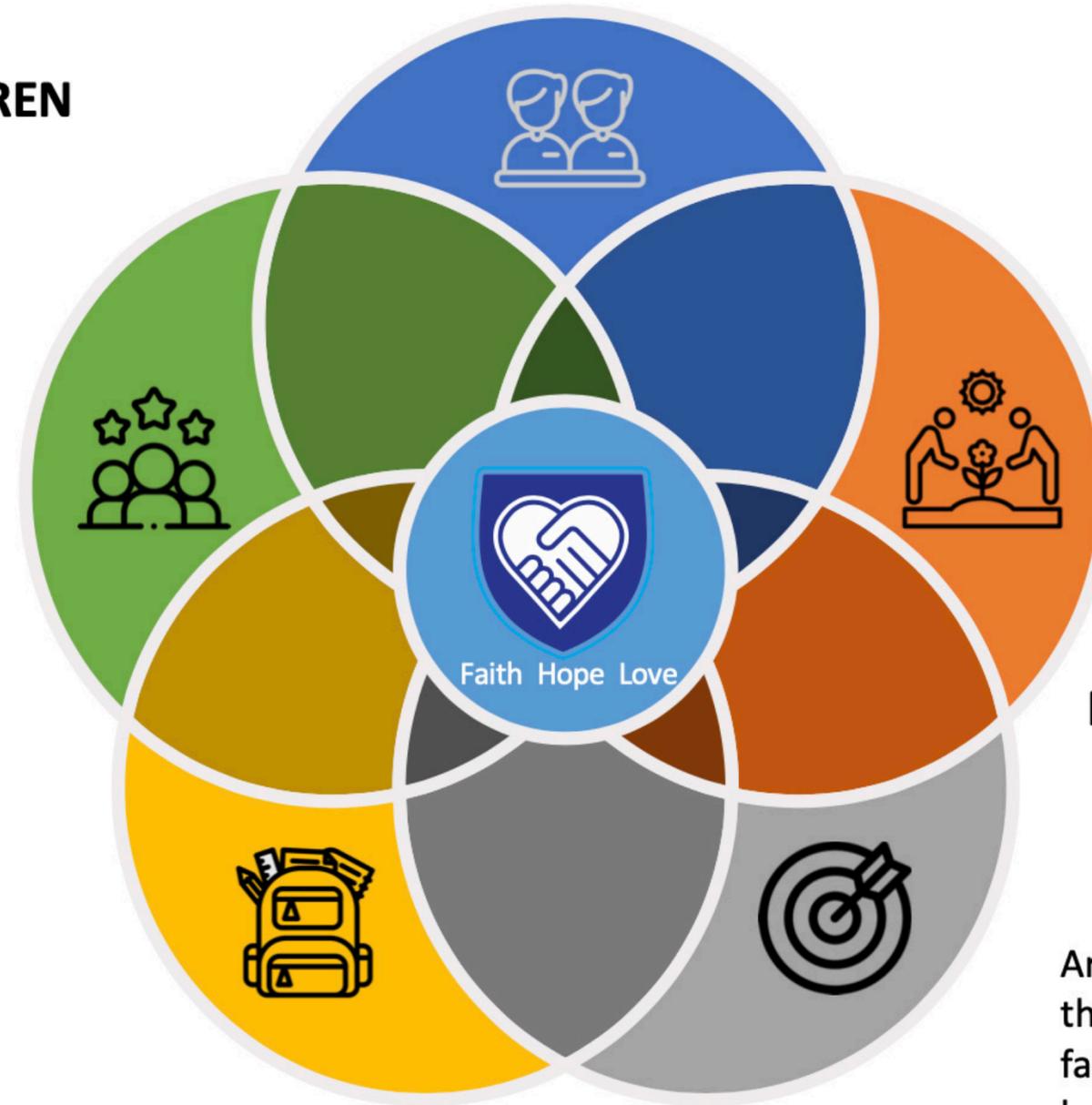
FLOURISHING CHILDREN



FLOURISHING STAFF



FLOURISHING SCHOOLS



FLOURISHING COMMUNITY



FLOURISHING TRUST



Archbishop Temple Trust is committed to improving the life chances of all children. We aim to develop a family of outstanding academies where world-class leaders and teachers put children at the heart of all they do.

Archbishop Temple Trusts professional behaviours:

Honesty

Integrity

Compassion

Kindness

Resilience

How does the Trust's theologically rooted vision enable all to flourish? IQ1



“The education system stands or falls on the extent to which it is led by adults who are themselves, flourishing. Where there are few flourishing adults, there will be few flourishing children” The Church of England Education Office, Our Hope for a Flourishing School System: Deeply Christian, Serving the Common Good. (2023)

Church schools continue to stand at the centre of the Church's mission to the nation and the distinctively Christian ethos of a church school underpins everything our trust does.

Whenever you walk into a school run by the Archbishop Temple Trust it will be immediately clear that you are entering a church school. We will not change the distinctiveness of a school when it joins our family. Instead, we add genuine value, and we ensure the Christian identity that should permeate all areas of Church schools is tangible.

We embrace the Church of England's Vision for Education, seeking to educate for wisdom and knowledge, hope and aspiration, community and living well together and dignity and respect, and we work tirelessly to ensure that the Church of England's Vision for Education is being lived out every day.

Archbishop Temple Trust has a vision of building a better future for all and improving the life chances for all our families within our academies, who in turn positively impact on their communities. Our Vision based on Romans 8 v 28

“Together with God”

““And we know that all things work together for good to them that love God, to them who are called according to his purpose.”

How does the Trust's theologically rooted vision enable all to flourish? IQ1 continued

This shared vision and purpose helps us to work together to develop clear goals, which are set out in our Trust Improvement Plan 2024-28. This plan focuses on the 5 areas in our excellence strategy. We recognise these groups will flourish together, far better than they would if alone. Our objectives are to

Support colleagues to flourish



FLOURISHING STAFF

Supporting children to flourish



FLOURISHING CHILDREN

Supporting Governance to flourish



FLOURISHING SCHOOLS

Supporting families to flourish



FLOURISHING COMMUNITY

Supporting the wider church school family to flourish



FLOURISHING TRUST



How does the Trust's theologically rooted vision enable all to flourish? IQ1 continued

The culture we seek to create is one of mutual benefit service and support. We know that flourishing adults are individually effective but collectively transformative and as such all the work carried out by the Central Trust team aims to develop professional networks and relationships within and across our academies, focused on collective endeavor, mutual flourishing and improvement of practice.

Living out, promoting and fostering our Trust behaviours of:

Honesty

Integrity

Kindness

Compassion

Resilience



Archbishop Temple
Multi Academy Trust
Together With God

Trust Well-being Charter



How does the Trust support schools to develop a curriculum which reflects the theologically rooted Christian vision? IQ2

“Flourishing schools ensure a careful balance between wisdom, knowledge and skills in their curriculum planning, enabling their students not only to excel in examinations but releasing wise young leaders and courageous advocates inspired and equipped to shape their future society.”

The Church of England Education Office, *Our Hope for a Flourishing School System: Deeply Christian, Serving the Common Good*. (2023)

Each of our academies has an ambitious, broad and balanced curriculum which is shaped by its Christian vision, an understanding of the particular circumstances within which it stands, and a recognition that every pupil and adult is unique and beautiful in God’s eyes. The curricula within our academies go well beyond the academic requirements of the National Curriculum and emphasis is placed at every stage on the personal, spiritual and social development of our pupils as well as academic attainment. Each of our academies design their curriculum to meet the needs of their communities, however all our academies have developed a document mapping their individual schools vision and spirituality in all curriculum subjects and year groups. This ensures the rounded development of the whole child through their learning and spiritual development.



How does the Trust support schools to develop a curriculum which reflects the theologically rooted Christian vision? IQ2



Leaders use ethical arguments to justify making bold curriculum decisions to ensure pupils experience an exciting and relevant curriculum that enables them to make progress in their learning and flourish. Although the Trust does not mandate an aligned curriculum, there is an expectation that leaders can explain how the Christian vision underpins the curriculum decisions and the ways in which learning is fostered, and that they can illustrate the positive impact that these decisions have on children's learning and development. As a priority, we ensure the curriculum of each of our academies is effective in enabling its vulnerable pupils, including those with SEND, and those who experience barriers when accessing learning to flourish and make progress.

We support all our schools to develop a clear and secure understanding of the spiritual development of all, and how it is distinguishable from the social, moral and cultural development. Equally rich spiritual opportunities exist across the curriculum regardless of pupils' age and these support pupils to develop curiosity, ask big questions and explore and articulate spiritual and ethical issues.

How does the Trust support schools to develop a curriculum which reflects the theologically rooted Christian vision? IQ2



Some of the mechanisms we use to support our schools to develop a curriculum which reflects their theologically rooted Christian vision are as follows;

- * A school improvement model that goes beyond academic attainment and understands that education for flourishing also involves purposeful personal, social, moral and spiritual development.
- * Support with self-evaluation and curriculum development including against the SIAMS framework.
- * A trust-wide Spirituality Policy and support to implement this as required.
 - Provision of centrally funded high-quality professional development through the DBE, internal CPD and other providers.
 - Training programme for ECT's looking specifically at all areas of church distinctiveness.
- * High-quality external review and guidance on all areas of Christian Distinctiveness from SIAMS trained specialists.
- * A commitment to equity, diversity and inclusion and the development of this work across the curriculum.
 - Cross-trust support for SENDCO's and pupils with SEND through networks including access to expert advice and professional development.
- * Exploration of faith and/or values throughout the recruitment process and post appointment support and training if required.
- * Impact Christian vision reported as standard agenda item as part of HT report to Governors and CEO report to Trust Board.
- * A governance structure which supports the development of a curriculum which reflects the school's vision through three key roles :
 - Providing support, monitoring and challenge around educational experience and performance
 - church, community and stakeholder engagement
 - supporting alignment with Trust strategy, approach, ethos and values.

How does the Trust support schools to deliver collective worship which enables pupils and adults to flourish spiritually? IQ3

“We want pupils to leave school with a rich experience and understanding of Christianity, and we are committed to offering them an encounter with Jesus Christ and with Christian faith and practice in a way that enhances their lives...Collective worship in schools, including prayer, reading and reflecting on the Bible, liturgy, sacrament and experience of the musical and other imaginative riches of Christianity, provide a vital opportunity for this.”

The Church of England Education Office, Church of England Vision for Education: Deeply Christian, Serving the Common Good. (The Church of England Education Office 2016).

Worship in our schools is a time of celebration and reflection. It is invitational, inclusive and inspirational 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 our schools. All those who wish to do so will have regular opportunities to pray and reflect and individual schools, working under their own Christian vision have developed systems to support pupils and adults to pray and reflect in contextually appropriate ways. Worship is designed to provide meaningful opportunities to contribute to spiritual development and 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.



How does the Trust support schools to deliver collective worship which enables pupils and adults to flourish spiritually? IQ3

Some of the mechanisms we use to support our schools to deliver collective worship which enables pupils and adults to flourish spiritually are outlined below:

- * DBE training and resources are available to all schools through our centrally funded service level agreement.
- * Internal CPD, commitment for senior leaders to complete the Christian Leadership Programme.
- * The development of strong parish links established in all schools, including through the work of our Local Governance Boards.
- * High-quality external review both externally and peer-to-peer as requested.
- * Support from Foundation Governors in the development of collective worship.
- * Facilitation of peer-to-peer support in the development of collective worship as required - especially for school leaders who are leading church schools for the first time.
- * Impact of collective worship reported as standard agenda item as part of HT report to Governors and CEO report to Trust Board.



How does the Trust's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

IQ4

"Flourishing can only happen when everyone is treated with dignity - for they are of unique and inherent worth each created in the image of God and for whom Jesus gave his life therefore they are loved unconditionally enabled ambitiously, supported compassionately and championed relentlessly."

The Church of England Education Office, Our Hope for a Flourishing School System: Deeply Christian, Serving the Common Good (The Church of England Education Office 2023).

The collective well-being of our staff is our central concern and we understand that living life together with God requires that we continue to flourish even through seasons of darkness and fear. Flourishing adults are championed, supported, protected and cherished and the Trust seeks every opportunity by which to do this – we understand that our teams are our most precious resource. When the well-being of our colleagues is secure and when they face the challenges that will inevitably come, we want them to know that they are loved, valued and will be supported to overcome those challenges in the knowledge that from their greatest challenges comes the greatest growth.

The Trust's strategic plan has a commitment to treating our colleagues well and encouraging them to flourish by:

- Becoming a great place to work
- Establishing a strong and effective infrastructure
- Providing the right training at the right time in the right place
- Considering workload and wellbeing when making decisions
- Providing an inclusive working environment that fosters a sense of belonging and family
- Ensuring good working arrangements and career opportunities
- Seeking and acting on feedback
- Communicating clearly
- Providing support in times of need
- Maximising and spending trust income of the areas of most significant need
- Ensuring high quality and inclusive leadership



How does the Trust's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

IQ4

• Operationally, this will include:

- Education improvement focus includes workload and well-being
- Centrally funded professional development opportunities through our Communities of Improvement and our CPD offer
- An extensive and frequently accessed employee assistance programme
- Performance development practices which are not data-driven, but instead focused on people development.
- Centrally funded supervision training for all safeguarding leads
- Trust Flourishing Charter
- Governance structure which includes a focus on well-being at all levels including a named Wellbeing Lead on each school LGB.
- Regular workforce surveys allowing us to reflect on our aspiration of flourishing for all followed by targeted and evaluated actions
- A Dignity at Work Policy

We also recognise the crucial role of volunteers on our Board and across our school Governance Committees and aim to ensure they are treated well and support them to flourish by:

- * Ensuring strong and effective governance at all levels
- * Ensuring the role of everyone involved in governance across the trust is clearly identified and communicated
- * Ensuring everyone involved in governance has the knowledge and tools to deliver their role
- * Seeking and acting on feedback
- * Communicating clearly
- * Providing support in times of need
- * Finally, our Strategic Plan recognises the wider civic responsibility of a strong multi academy trust and has a clear focus on treating our families well and supporting them to flourish, and on how we can use our influence, knowledge, skills and experience to support the wider church school family.



How does the Trust's theologically rooted Christian vision create an active culture of justice and responsibility? IQ5

'We are only persons with each other: our humanity is 'cohumanity', inextricably involved with others, utterly relational, both in our humanity and our shared life on a finite planet. If those others are of ultimate worth, then we are each called to responsibility towards them and to contribute responsibly to our communities.'
The Church of England Education Office, Church of England Vision for Education: Deeply Christian Serving the Common Good (The Church of England Education Office 2016)

Our Christian vision serves as a guide for ethical decision-making across the Trust. We aim to develop a demonstrable culture of aspiration: an aspiration to become the people God created us to be, not for selfish reasons but through a deep collective responsibility and concern for social justice and spiritual leadership at the heart of an education serving the common good. We are many schools but we are one family and we enable our schools to work together, celebrate one another's successes and share one another's challenges. Each of our schools cannot be truly successful whilst others struggle and all of our work aims to be fair and equitable - not so that everyone receives the same but so that everyone receives what they need to flourish. This commitment permeates the culture of the Trust prompting a proactive stance on addressing issues of inequality and discrimination. As a result, our schools flourish together not alone and we hold collective responsibility for this.

The work we do empowers our schools to nurture students who are not only academically adept but also morally and socially conscious. Our aim is to instil in every colleague and subsequently every pupil the courage to speak up against injustice, the responsibility to contribute to the common good, and the compassion to make a lasting impact on the world.

Some of the mechanisms we use to create an active culture of justice and responsibility are outlined below:

- - Clear policies and codes of conduct ensure all staff understand expectations and what they can expect from others
- - A commitment to pupil leadership groups – Ethos, Children's Chaplains, Shades Ambassadors, Prayer Space Leaders
- - A commitment to the Church of England's Net Zero target for 2030
- - Collaborative decision-making ensuring all leaders across the trust are involved in decisions which have an impact on them
- - Advocacy to enable our children to be agents of change
- - A consistent drive to ensure provision for personal development remains at least good in all our schools including opportunities for pupils' leadership, charity work and courageous advocacy

IQ6 – How does the Trust support schools to ensure that the religious education curriculum is effective?

IQ7 – What is the quality of religious education in Voluntary and former voluntary aided schools, and former voluntary controlled schools in which denominational religious education is taught?

'Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.'

The Church of England Education Office, Church of England's Statement of Entitlement for Religious Education (The Church of England Education Office, 2019)



A high-quality sequential religious education forms an integral part of the curriculum across all our schools regardless of whether or not they hold the former status of Voluntary Aided schools. An effective Religious Education programme is essential, not only to meet the statutory requirement for all state-funded schools, but also to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain.

Central to religious education in all our schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. In addition, there is a clear expectation that as inclusive communities, all our schools provide sequenced learning about a range of religions and worldviews fostering respect for others and developing age-appropriate skills of enquiry, critical analysis and interpretation.

As a Trust we support all of our schools to develop and deliver their RE curricula by offering support, encouraging sharing of expertise and inviting expert colleagues into the Trust to continually develop the curricula we provide.

Some of the mechanisms we use to ensure the RE curriculum is planned and delivered effectively are outlined below:

- Centrally funded access to DBE training and resources
- An aligned RE Curriculum which ensures all children across all schools receive an excellent, progressive religious education
- Cross-trust RE network allowing leaders to remain up-to-date with current practice and thinking
- RE TACL days as part of school improvement offer
- RE evaluation as part of SIAMS pathways support
- Subject leaders templates include clear sections for Christian Distinctiveness, including RE encouraging leaders to continually reflect on and improve practice.
- Impact and quality of RE reported as standard agenda item as part of HT report to Governors and CEO report to Trust Board.



Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?



Religious education within Archbishop Temple Trust enables all our children, irrespective of ethnic background, to investigate and reflect upon core concepts and questions. Our schools visions form the foundation for our ambitious RE curriculum. We develop the children's knowledge and understanding of the major world faiths, world views, British values and spiritual, moral, social and cultural development. Central to our RE curriculum is the study of Christianity focused on the teachings of Jesus and the Church. We enable and encourage all our children, to develop a sound knowledge of Christianity and other major world religions in order to flourish and live together with God. The children within our Trust reflect on what it means to have a faith and develop their own spiritual knowledge and understanding. Through our RE curriculum, we ensure children are educated with wisdom, knowledge, skills, hope, aspirations, community, living well together, dignity and respect in line with the Church of England's Vision for Education. Our children are guided to learn about their own and different religions and to learn from the religions they study, applying, discussing and assimilating their understanding. In all our academies, Religious education is taught by class teachers and in accordance with the statutory requirements. Enriching our RE curriculum we reflect the diverse community of Bolton through themed events across the year such as Diwali, Eid and Easter. Our RE curriculum is a combination of the Manchester Diocese syllabus, and Understanding Christianity.

Evaluating Impact

‘SIAMS inspection plays an important role in the improvement of Church schools. It does this by affirming that which is effective and by highlighting key areas for improvement. By focusing on impact above all else, SIAMS explores the ways in which each school’s theologically rooted Christian vision drives the work to live up to its foundation as a Church school.’ *SIAMS Framework 2023*

The SIAMS Framework for 2023 emphasises the importance of the relational aspect of the inspection process. Approaching inspection in this way provides positive opportunities for school leaders to present the relevant evidence that demonstrates the impact of the school’s theologically rooted Christian vision within the context of their community.

In order to support school leaders in their considerations of the types of evidence they will use to answer the six/seven inspection questions the following document offers starting suggestions of evidence sources that are likely to exist already in schools. Within the two-page summary it is important to consider how the theologically rooted vision of the school informs and navigates decisions and actions of leaders to impact on the flourishing of pupils and staff. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school.

The ongoing SIAMS Self-Evaluation template is distributed by the Trust. This template is offered by the National SIAMS Team, and its use is not a requirement.



Evaluating Impact

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



Evaluating 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 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 – though 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 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.

Evaluating Impact

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 TACL days • RE evaluation days as part of SIAMS reviews

Inspection Question 7 (VA Only – or former VA)	IQ6 Is the religious education curriculum effective?
	<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



SIAMS Evaluation Pathway

