**Pre SIAMS checklist**

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| **Focus** | **Partly in place** | **Fully in place** | **Future development needs** |
| Explicit Christian vision for the school |  |  |  |
| The Christian vision shapes school policies and Church School development plan |  |  |  |
| School partnerships with the church, diocese and wider links |  |  |  |
| CPD for staff/future school leaders in understanding of and improved practice in church school development |  |  |  |
| Governor awareness and training as leaders in a church school |  |  |  |
| Areas for improvement from the last SIAMS inspection addressed and brought about positive outcomes for pupils? |  |  |  |
| The Christian vision in curricular/extra-curricular opportunities to meet the academic and spiritual needs of all pupils, enabling them to flourish |  |  |  |
| The school’s Christian vision and values develops aspiration in all pupils, resilience, perseverance to overcome barriers to learning and make positive choices |  |  |  |
| Pupils have opportunities to ask ‘big questions’, develop understanding of disadvantage, deprivation, exploitation of the natural world. Global/world church links +diocese |  |  |  |
| Charitable and ethical activities connected to the school’s vision and values. Pupils engage in social action and understand how they can challenge injustice |  |  |  |
| Christian vision and values underpins all relationships. Forgiveness and reconciliation key components – reflected in behaviour and exclusion policies |  |  |  |
| Support for good mental health – children and adults.  A sense of belonging that embraces and celebrates difference |  |  |  |
| Whole curriculum provides opportunities to understand, respect and celebrate difference  and diversity  SRE – healthy relationships , respect and dignity for themselves and others |  |  |  |
| Collective worship is inclusive, invitational and inspiring. Centrality of prayer and stillness  Different expressions of Christian worship but based on teachings of Jesus/the Bible. Understanding of the Trinity developed. |  |  |  |
| Pupil engaged in planning, leading and evaluating worship  Leaders have access to training  Local church community support effectively in developing worship in school |  |  |  |
| Effective planning of RE which reflects the *Statement of Entitlement* and meets statutory obligations. Assessment systems in place |  |  |  |
| Understanding of Christianity as a living world faith – core theological concepts and engagement with Biblical text – impact on Britain’s cultural heritage and lives of people worldwide |  |  |  |
| Knowledge and understanding of other major faiths/world views and their impact on society and culture |  |  |  |
| RE as a safe place for pupils to reflect on their own religious, spiritual convictions |  |  |  |