
Responsible body

Title of policy



Governing body

Governor Monitoring Policy

Our Vision and Values



Governor Monitoring is undertaken within a learning community where adults and children are motivated by love and not fear, where love means wanting the best for everyone and the school as a whole. Central to the improvement journey is the ability to be transparent about where we are now and where we want to be in the future. We believe that where Governor Monitoring is working well it will ultimately lead to the joy of success; in improved standards and learning that is skilful, creative and purposeful. Courage and respect are central in all Governor Monitoring interactions.

Ratified by the Governing Body: Tuesday 26th November 2019

Date for review: June 2021

Signed by:

Chair of governors Date: Tuesday 26th November 2019

Headteacher Date: Tuesday 26th November 2019

Author

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1 Introduction

- 1.1 Monitoring, evaluating and reviewing are central to Astley School progressing further in its journey towards excellence. Visiting the school is key to this and enables governors to have first-hand knowledge which informs both their support and challenge of the school and their strategic decision making.
- 1.2 Governors visit school to assist in their understanding of how the school is functioning and to triangulate evidence. In particular they should be reassuring themselves that the policies that have been agreed are being applied in practice.
- 1.3 It is essential that governors regularly review the strengths and weaknesses within school. This enables them to monitor for themselves the implementation and effectiveness of their decisions, to undertake the role of critical friend and to hold the school to account.
- 1.4 The intention of this policy is that it should assist governors and staff to have an informed debate based upon shared experiences. The emphasis is upon working together to improve standards in school.
- 1.5 The School Evaluation Framework and the School Development Plan are the main tools that will be used to identify relevant areas for governor monitoring.
- 1.6 Information gathered during visits will be used to evaluate school performance and effectiveness, provide evidence in the event of an inspection, and identify next steps for school development.
- 1.7 Different types of monitoring take place including learning walks, book scrutiny, subject leader interviews, pupil questioning, audit discussions and working parties.

2 Value of Governor involvement

- 2.1 To recognise and celebrate success.
- 2.2 To assist governors in holding the school to account as well as undertaking the role of a “critical friend”
- 2.3 To gain first hand and independent information to assist in policy making and decision taking.
- 2.4 To observe the operation of policies.
- 2.5 To develop a professional dialogue with school staff.
- 2.6 To help governors to become known to both staff and pupils, and demonstrate their commitment to the school.
- 2.7 To be aware of changes and different approaches to teaching and learning.
- 2.8 To observe the range of attitudes, behaviour and achievements of the pupils.
- 2.9 To understand the views and values of the staff and pupils.
- 2.10 To evaluate the resources and the environment of the school.



3 What monitoring is not about

- 3.1 Governors are not in school to make judgements about the professional expertise of a teacher. Monitoring staff performance is the responsibility of the headteacher and subject leaders.
- 3.2 Governors are not in school to check on the progress of their own children.
- 3.3 Governors should not pursue any personal agenda. The focus of the visit will have been agreed within the relevant committee and be clearly linked to school improvement priorities.
- 3.4 Governors should be in school for the time agreed within the relevant committee and should be mindful of allowing the work of the school to proceed unhindered by the monitoring process.

4 Process

- 4.1 The School Evaluation Framework and the School Development Plan drive the areas of focus for governor monitoring for the year. At the Autumn Curriculum Committee discussion will take place and the foci and timetable for monitoring compiled. This will be reported to the next Full Governing Body to enable all governors to take part.
- 4.2 The Curriculum Chair together with the Headteacher will plan each governor monitoring task in a timely manner agreeing the focus, the links to the Ofsted Framework, the form, date and timetable for the monitoring. Staff and governors will receive clear communication so that the aims and detail of the governor monitoring are clearly understood by all. This enables a well prepared and purposeful activity to take place.
- 4.3 The timetable of professional development meetings (PDMs) in the back of the School Development Plan will indicate any activities taking place within school that are open to governor involvement. Curriculum Committee will decide which activities they attend from this list and who will attend.
- 4.4 On any visit to the school, governors should observe the safeguarding and health and safety procedures as these are paramount. Observations should be noted on the visit form both to provide evidence of successful adherence to policies and to ensure any areas of weakness are immediately rectified. Similarly governors are tasked with assessing the impact of the vision and values on the school, noting evidence of these being modelled and lived out amongst the staff and pupils. Observations should be noted on the visit record to provide an understanding of how embedded these values are in the life of the school.
- 4.5 It is important that a note of all visits by governors is captured to inform the governing body, the SDP and as evidence for inspections. Therefore during the visits governors will make note of things that they were particularly impressed by, and of questions they would like to ask. Where possible the governor should discuss this with the staff they have been with.
- 4.6 A form is included at Section 4 for governors to complete. This should be forwarded to the headteacher and clerk for inclusion in the papers of the next Curriculum Committee. All visits are discussed by Governors to ensure all are aware of the learning and conclusions drawn from a visit.

5 Lesson visit guidelines

- 5.1 Governors are encouraged both to observe the lesson and to participate where appropriate. This can include taking part in a discussion with a group of children or asking children to explain their learning individually.

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- 5.2 The focus for the visit will be clear before entering the classroom and should be the main area for observation. However governors may also wish to consider relationships between staff and pupils, displays, resources, behaviour and attitudes, quality of work, space and working conditions.
- 5.3 It is suggested that note taking within a classroom is kept to a minimum but that a record of the visit is made as soon as possible afterwards whilst impressions are fresh.
- 5.4 Pupil confidentiality is paramount and we ask that governors do not discuss anything that was viewed within the class outside the remit of the Governing Body.

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Governor Monitoring Report



Summary	Date:
	Time:
	Place:
	Author:

Purpose including links to SEF, SDP and Ofsted descriptors

Observations made regarding safeguarding and health and safety procedures

Evidence of vision and values seen during visit

Observations based on agreed focus of visit

Comments	Link to SDP

Further discussion points or questions arising out of governor monitoring

References

Ofsted Evaluation Schedule: Judgement: Good (2)

Quality of Education

Intent

■□ Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

■□ The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

■□ Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition, and good progress has been made towards this ambition.

Implementation

■□ Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.

■□ Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

■□ Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

■□ Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

■□ Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

■□ The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

■□ Reading is prioritised to allow pupils to access the full curriculum offer.

■□ A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

■□ The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

■□ Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

■□ Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.

■□ Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

■□ Pupils' work across the curriculum is of good quality.

■□ Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Behaviour and attitudes

■ The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupil behaviour. Staff make sure that pupils follow appropriate routines.

■□ Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.

■□ There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.

Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.

■□ Pupils have high attendance, come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.

■□ Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately⁸¹ as a last resort.

■□ Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.

Personal development

■□ The curriculum extends beyond the academic, vocational or technical and provides for pupils' broader development. The school's work to enhance pupils' spiritual, moral, social and cultural development is of a high quality.

■□ The curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.

■□ The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships.

■□ The school provides a wide range of opportunities to nurture, develop and stretch pupils' talents and interests. Pupils appreciate these and make good use of them.

The school prepares pupils for life in modern Britain effectively, developing their understanding of the fundamental British values of democracy, the rule of law, individual liberty, tolerance and respect.

■□ The school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities.

■□ Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated.

■□ The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way.

■□ Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks⁸⁶ to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance. The school provides good quality, meaningful opportunities for pupils to encounter the world of work.

Leadership and management

■ Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.

■□ Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.

■□ Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.

Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and purposive.

■□ Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

■□ Leaders protect staff from bullying and harassment.

■□ Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

■□ Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.

■□ The school has a culture of safeguarding that supports effective arrangements to: **identify** pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safe recruitment and allegations about adults who may be a risk to pupils.

Early Years

Intent

■□ Leaders adopt or construct a curriculum that is ambitious and designed to give children, particularly the most disadvantaged, the knowledge, self-belief and cultural capital they need to succeed in life.

The curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning.

■□ There is a sharp focus on ensuring that children acquire a wide vocabulary, communicate effectively and, in Reception, secure a knowledge of phonics, which gives them the foundations for future learning, especially in preparation for them to become confident and fluent readers.

■□ The school's approach to teaching early reading and synthetic phonics is systematic and ensures that all children learn to read words and simple sentences accurately by the end of Reception.

■□ The school has the same academic ambitions for almost all children. For children with particular needs, such as those with SEND, their curriculum is designed to be ambitious and to meet their needs.

Implementation

■□ Children benefit from meaningful learning across the curriculum.

■□ Staff are knowledgeable about the areas of learning they teach. They manage the EYFS curriculum and pedagogy in relation to the learning needs of their children. Staff are expert in teaching systematic, synthetic phonics and ensure that children practise their reading from books that match their phonics knowledge.

■□ Staff present information clearly to children, promoting appropriate discussion about the subject matter being taught. They communicate well to check children's understanding, identify misconceptions and provide clear explanations to improve their learning. In so doing, they respond and adapt their teaching as necessary.

■□ Staff read to children in a way that excites and engages them, introducing new ideas, concepts and vocabulary.

■□ Staff are knowledgeable about the teaching of early mathematics. They ensure that children have sufficient practice to be confident in using and understanding numbers. The mathematics curriculum provides a strong basis for more complex learning later on. Over the EYFS, teaching is designed to help children remember long term what they have been taught

and to integrate new knowledge into larger concepts. This is checked well by staff and leaders. Leaders understand the limitations of assessment and avoid unnecessary burdens on staff or children.

■□ Staff create an environment that supports the intent of an ambitious, coherently planned and sequenced curriculum. The resources are chosen to meet the children's needs and promote learning.

■□ The curriculum and care practices promote and support children's emotional security and development of their character. Leaders and staff are particularly attentive to the youngest children's needs.

■□ Staff give clear messages to children about why it is important to eat, drink, rest, exercise and be kind to each other. They teach children to take managed risks and challenges as they play and learn, supporting them to be active and develop physically.

■□ Staff provide information for parents about their children progress, in line with the requirements of the EYFS. They provide information to parents about supporting their child's learning at home, including detail about the school's method of teaching reading and how to help their children learn to read.

Impact

■□ Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way. Children develop their vocabulary and use it across the EYFS curriculum. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing speed and fluency.

■□ Children are ready for the next stage of education, especially Year 1 in school, if applicable. They have the knowledge and skills they need to benefit from what school has to offer when it is time to move on. By the end of Reception, children achieve well, particularly those children with lower starting points.

■□ By the end of Reception, children have the personal, physical and social skills they need to succeed in the next stage of their education. Most children achieve the early learning goals, particularly in mathematics and literacy.

■□ Children enjoy, listen attentively and respond with comprehension to familiar stories, rhymes and songs that are appropriate to their age and stage of development. Children develop their vocabulary and understanding of language across the seven areas of learning.

■□ Children demonstrate their positive attitudes to learning through high levels of curiosity, concentration and enjoyment. They listen intently and respond positively to adults and each other. Children are developing their resilience to setbacks and take pride in their achievements.

Children are beginning to manage their own feelings and behaviour, understanding how these have an impact on others. They are developing a sense of right from wrong.

SIAMS Evaluation Schedule: Judgement: Good

Strand One: Vision and leadership

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.

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.

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.

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.

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.

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.

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.

Since the previous denominational inspection governors/academy directors will have ensured that the recommendations from the previous inspection report have been addressed over time to the educational benefit of the pupils. They maintain the school's original foundation by ensuring that the school is engaged with diocesan and national/Methodist schools initiatives and can explain how the school has developed as a Church school since the previous denominational inspection.

Strand Two: Wisdom, knowledge and skills

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.

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.

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.

Strand Three: Character development, hope, aspiration and courageous advocacy

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.

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 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.

Strand Four: Community and living well together

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.

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.

Strand Five: 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.

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.

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.

Strand Six: Impact of Collective Worship

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.

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.

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.

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.

Strand Seven: Effectiveness of R.E.

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 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*.

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.

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.