




**Ongoing self-evaluation – a possible annual timetable of monitoring (*Governor actions in italics*)**

Term	Focus	Suggested activities/questions to ask
<b>Autumn 1</b>	School vision – theologically rooted, based on the school’s context - ‘Who are we?’ and ‘Why are we here?’  SIAMS 2024 - Inspection Question 1 (IQ1)  Celebration of Harvest	<ul style="list-style-type: none"> <li>• School leaders: Does this need revising with all stakeholders?</li> <li>• Explore with children in class and as a whole school</li> <li>• Discuss in staff meeting or INSET to ensure all staff (especially new members) know, and understand the school’s vision its Christian underpinning</li> <li>• Note creative ways of celebrating Harvest and God’s creation – photos, letters etc.</li> <li>• <i>Discuss in FGB meeting to ensure all governors know and understand the school’s vision</i></li> <li>• <i>Ethos group to monitor the above and ensure evidence is kept. To ensure the vision’s Christian underpinning is clear to all, clear on website and can be articulated – keep evidence of feedback to FGB</i></li> <li>• What is the role of the Trust?</li> </ul>
<b>Autumn 2</b>	School values – living out the vision  SIAMS 2024 - IQ2  Celebration of Christmas	<ul style="list-style-type: none"> <li>• Activities as above</li> <li>• Conduct a focussed learning walk in school, looking for visual displays related to the values</li> <li>• Note creative ways Christmas is celebrated</li> <li>• <i>Ethos group and governors: talk with school leaders, staff and children for examples of how the school’s vision and values are lived out.</i></li> <li>• <i>Ethos group and governors to check the website. Does it clearly display the vision and values of the school?</i></li> <li>• What is the role of the Trust?</li> </ul>
<b>Spring 1</b>	Spirituality (throughout the school and the curriculum)  SIAMS 2004 – IQ2   2019-spiritual-development-interpretations	<ul style="list-style-type: none"> <li>• Activities as above</li> <li>• School leaders: Do we have a shared language of spirituality? If so, is it appropriate? Have we shared it with all stakeholders?</li> <li>• Work together as a staff and put in planned spiritual activities into long term planning. Aim for three planned opportunities in each subject over the year.</li> <li>• <i>Governors to be aware of the school’s shared language of spirituality</i></li> <li>• <i>Ethos group and governors: talk with school leaders, staff and children for spiritual opportunities during the school day</i></li> <li>• What is the role of the Trust?</li> </ul>

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<p><b>Spring 2</b></p>	<p>Collective Worship and Spirituality</p> <p>SIAMS 2024 – IQ3</p>  <p>Collective Worship Guidance 18052021.</p> <p>Celebration of Easter</p>	<ul style="list-style-type: none"> <li>• Activities as above</li> <li>• Collective Worship leader to ensure songs chosen are inclusive and not too confessional – keep list as evidence</li> <li>• Is prayer offered and not enforced?</li> <li>• Are all CW leaders given training?</li> <li>• Are external CW worship leaders welcomed and monitored?</li> <li>• Learning walk to look at evidence of opportunities for spiritual development inside and outside – keep records of evidence</li> <li>• Note creative ways Easter is celebrated</li> <li>• <i>Governors/ethos group to attend CW when possible – perhaps talk to children about what they learned/enjoyed</i></li> <li>• <i>School leaders and governors to be aware of and following Church of England’s guidance on Collective Worship (see attached)</i></li> </ul>
<p><b>Summer 1</b></p>	<p>SIAMS 2023 - IQ4 and IQ5</p> <ul style="list-style-type: none"> <li>• How does the vision create a culture in which pupils and adults are treated well?</li> <li>• How does the vision create an active culture of justice and responsibility?</li> </ul>	<ul style="list-style-type: none"> <li>• Activities as above</li> <li>• Keep evidence of thank you letters, emails etc.</li> <li>• <i>School leaders and governors to consider how the school’s vision helps them choose the school’s charitable activities – be able to articulate this</i></li> <li>• <i>Ethos committee to consider the school’s general ethos – evidence of acts of kindness, generosity</i></li> <li>• School leaders: How is the school’s vision having an impact on the school’s RSE curriculum, PHSE, approach to inclusion?</li> <li>• <i>Report above to FGB and keep notes</i></li> </ul>
<p><b>Summer 2</b></p>	<p>Review of the year</p> <p>Religious Education</p> <p>SIAMS 2024 – IQ6 (and IQ7 if VA)</p>  <p>RE Statement of Entitlement 2026</p>	<ul style="list-style-type: none"> <li>• School leaders to be aware of and following the RE Statement of Entitlement</li> <li>• RE leader to keep evidence of planning and assessment across the school, transition arrangements?</li> <li>• <i>Ethos group/ Governors (perhaps RE link governor) to discuss curriculum with RE leader (e.g. Agreed syllabus, Use of Understanding Christianity) how achievement and progress are monitored in classes</i></li> <li>• <i>Govs to ask about staff training for RE leader and staff (e.g. diocesan training, LTLRE hubs)</i></li> </ul>

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		<ul style="list-style-type: none"> <li>• <i>Governors to be aware of, and able to articulate how the school's vision impacts on school improvement, especially opportunities for the most vulnerable children to thrive, including behaviour, admissions, and exclusion policies</i></li> <li>• Has the Trust a policy on RE within its schools – syllabus conversations?</li> </ul>
<b>By the end of the year</b>	Review all six IQs	<ul style="list-style-type: none"> <li>• School leaders to review in staff meeting – what needs focussing on before the end of the school year or planned for next?</li> <li>• Report to governors</li> <li>• <i>Ethos committee and governors to carry out any identified gaps or necessary revisits. Encourage and thank school leaders and staff!</i></li> </ul>