

Comparison of the The Evaluation Schedules for the Statutory Inspection of Anglican and Methodist Schools 2009 and 2013.

Links have been made between the year Frameworks where possible; for some there is no direct link and for others it may appear tenuous.

2009	2013
How well does the school, through its distinctive Christian character, meet the needs of all learners?	
1a How well do the school's Christian values have an impact on all learners and enable them to flourish as individuals?	1. How well the Christian character contributes to the academic achievement, personal development and wellbeing of all learners, regardless of their ability or background
<p>Christian values underpinning the life of the school Individual learners nurtured as children of God Whole curriculum Extra curricular opportunities Academic achievement</p>	
1b How well does the Christian character support the spiritual, moral, social and cultural development of all learners whether they are Christian, of other faiths or of none?	2. How effectively the Christian character supports the spiritual, moral, social and cultural development of all learners whether they are Christian, of other faiths or of none
<p>The distinctive Christian character impacts on:</p> <ul style="list-style-type: none"> • spiritual • moral • social • cultural • community cohesion • citizenship <p>Learners relate social and personal issues to Christian teaching</p>	
1c How well does the Christian character of the school prepare learners to become responsible citizens?	4. How well the Christian character promotes an understanding of and respect for diverse communities
<p>Examples of Christian teachings on stewardship and service prepare learners to become responsible citizens</p>	
1d How effectively do key Christian values motivate the relationships between all members of the school community?	3. How effectively the distinctively Christian character shapes the relationships between all members of the school community
<p>Influence of the school's identified distinctive Christian values on relationships between:</p> <ul style="list-style-type: none"> • learners • learners and adults • parents 	

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<ul style="list-style-type: none"> • staff • governors • church community • visitors <p>Inclusion Behaviour policy Complaints procedures Conflict resolution</p>	
1e How well is the spiritual development of learners enhanced by the school environment?	5. The contribution of religious education to the Christian character of the school
<p>Focus for reflection Interactive displays Use of outside space Use of common space Quiet areas Prayer corners Respect for creation Symbols and artefacts</p> <p>Engagement of learners</p>	
What is the impact of collective worship on the school community?	
2a How positive are learners' attitudes to collective worship?	<p>1 .The extent to which collective worship is distinctively Christian and central to the life of the school community</p> <p>4. How well the school community, learners and adults, values and engages with Collective Worship</p>
<p>Learners':</p> <ul style="list-style-type: none"> • response • participation • leadership <p>Evaluations from learners Parents' feedback</p>	
2b To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?	<p>2. How well collective worship enables the participants to develop an understanding of Jesus Christ and of the Christian understanding of God as Father, Son and Holy Spirit</p> <p>6. How well collective worship develops personal spirituality within the school community through a</p>

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	range of experiences
Refer to evidence from those of Christian faith, of other faiths and of no faith Impact on beliefs, attitudes, behaviours, etc	
2c How well does collective worship develop learners' understanding of Anglican/Methodist/ecumenical traditions and practice?	3. How well collective worship sets the distinctive values of the school in their Christian context.
Learners' familiarity with and (where appropriate) use of a wide variety of Anglican/Methodist/ecumenical forms of worship: <ul style="list-style-type: none"> • liturgy • prayer • Bible • music • symbolism • use of silence • Eucharist • understanding of festivals • saints' days • church calendar Worldwide Anglican/Methodist communions Other Christian traditions Respect for other faith traditions Involvement in life of parish	
2d How effectively is the importance of worship demonstrated in the life of the school?	5. The extent to which collective worship is relevant to, and makes a difference to the lives of all members of the school community
Place of worship in school development plan/improvement planning/budget INSET opportunities Policies and documentation Planning, recording and evaluation Compliance with legislation Timetabling	

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Resources Adult attendance: <ul style="list-style-type: none"> • all staff • parents • governors • visitors • church community 	
	7. How effectively the school community is involved in the planning, leadership and evaluation of collective worship
	8. The extent to which opportunities for prayer contribute to the spiritual development of members of the school community
How effective is the religious education?	
3a How high are the standards and how well do all learners achieve in RE?	1. The achievement of learners in religious education
Assessment data to measure individual progress	
3b How effective are learning and teaching in RE?	2. The quality of teaching and learning in religious education
Learners' knowledge and understanding of Christianity and other faiths Development of skills (personal learning and thinking skills) Range of creative learning styles Syllabus Medium term planning Scheme of work AFL (assessment for learning) Monitoring	
3c To what extent do learners of all faiths and of none demonstrate a positive attitude towards RE?	3. The effectiveness of the curriculum in religious education and especially the teaching of Christianity
Pupil voice Use of feedback Pupils withdrawn Parental views	

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3d How well does RE contribute to the spiritual and moral development of all learners?	
Opportunities in the scheme of work to explore their own beliefs and the beliefs of others. Experiential learning including use of visitors and visits	
3e To what extent does RE promote the distinctive Christian character of the school?	4. The effectiveness of the leadership and management of religious education.
Learners' knowledge and understanding of distinctive denominational beliefs, practices and traditions RE used to lead and inform wider curriculum planning, integrated themes and cross curricular links School recognised locally as a leading school for RE	
3f To what extent does RE promote community cohesion through an understanding of and respect for diverse communities?	
Learning about and from: <ul style="list-style-type: none"> • Christianity as a multi- cultural faith • other faiths Inclusion of faiths represented in the school Understanding of the Christian and other faith traditions of the area Faiths represented in UK Global representation of Christian faith Climate of openness to discuss and express faith issues without ridicule Faith communities' support	
3g How effectively is the importance of RE demonstrated in the life of the school?	
Comparison of standards in RE with core subjects Location in the curriculum Time allocation Staffing Resources	

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2009	2013
Monitoring of RE INSET RE on development plans	
How effective are the leadership and management of the school as a church school?	
4a How well has the school leadership (including the governors) engaged with distinctive Christian values in developing its vision for the school?	1. The extent to which leaders articulate an explicit Christian vision that has an impact on: A. Standards of achievement B. The distinctively Christian character of the school C. The well-being of all the whole school community
Key Christian values: in what ways are these distinctively Christian? Who was involved in developing them?	
4b How well is this vision understood by all stakeholders?	
Opportunities to reflect on practical expressions of values Examples of how values are articulated in school life	
4c How well do leaders and governors ensure that this vision is put into practice by all members of the school community?	3. The extent to which school leaders secure the impact of this vision through evaluation and strategic planning
Management of church school self evaluation process Changes effected following initiatives from all stake holders Leadership of RE and CW Continuing personal/spiritual development Induction of all new stakeholders	
4d How well are leaders and governors preparing for the future leadership of Church schools?	4. How well leaders prepare for future leadership across church schools

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<p>Identification of potential leaders</p> <p>Professional development of all adults</p> <p>Opportunities for adult spiritual development</p>	
<p>4e How effective is the partnership between the school, the church and the wider community, including the parents?</p>	<p>5. The effectiveness of partnerships with the local church, the deaneries, the diocese/district and the wider community, including the parents and carers</p>
<p>Varied involvement at all levels of school life in the following:</p> <p>Relationships with the Church:</p> <ul style="list-style-type: none"> • local • diocesan • global <p>Relationships with other denominations and faiths</p> <p>Relationships with the community and global links</p>	
	<p>2. If the arrangements for religious education and collective worship meet statutory requirements</p>