

## Questions and Monitoring: Christian Character

Christian Character Questions to help you frame responses in your self-evaluation across the school year. Some questions are appropriate in more than one section. Some questions are relevant to adults, pupils or both.

	<b>Questions and Monitoring</b>	<b>Source of Evidence</b>	<b>Evidence of Impact</b>
<b><u>Communication</u></b>	<p>Is the vision of the school clearly informed by distinctively Christian values?</p> <p>Do pupils know what Christian values are? Can they say why they are important in this school?</p> <p>Can all members of the school community say what Christian values make the school distinctive?</p> <p>Where are the Christian values demonstrated in the school?</p> <p>What impact do Christian values have on the school?</p>	<p>Pupil interviews</p> <p>Interviews with stakeholders</p> <p>Parent Questionnaires etc</p> <p>School documentation – vision statement etc</p> <p>School website</p> <p>GB meeting Minutes</p> <p>Staff Meeting Minutes</p> <p>Parent information/ workshops etc</p>	
<b><u>Well-Being and Achievement</u></b>	<p>Do pupils feel safe and valued?</p> <p>Do pupils achieve their potential?</p> <p>Which groups do well? Which groups don't?</p> <p>What is the attendance like at this school?</p> <p>How do attendance levels compare with other schools?</p> <p>Has the school excluded any pupils?</p> <p>What difference does being a church school make to how issues of attendance and behaviour managed in the school?</p>	<p>Ofsted Data dashboard</p> <p>School performance data</p> <p>GB committee meetings/GB minutes</p> <p>Attendance data</p> <p>HT interview</p> <p>School policies/documentation</p> <p>Classroom displays</p>	

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	<p>Are school rules/ behaviour management influenced by Christian values? What impact do they have?</p> <p>Do pupils have input into shaping school rules and behaviour policy?</p>		
<b><u>Spirituality</u></b>	<p>Can pupils talk confidently about their beliefs and perspectives on life?</p> <p>Do pupils respect other peoples' beliefs?</p> <p>Do pupils show a sense of enjoyment and fascination learning about themselves and their place in the world?</p> <p>Can pupils talk about their own attitudes towards God?</p> <p>Can pupils talk about their own spirituality and its relevance to their own lives?</p> <p>Are pupils given the opportunity to demonstrate imagination and creativity in their learning?</p> <p>Can pupils reflect critically on their experiences?</p> <p>Do pupils challenge stereotypes and demonstrate a willingness to change the status quo?</p>	<p>Ofsted Subsidiary Guidance 2012</p> <p>Pupil interviews</p> <p>Displays</p> <p>Pupils' work</p> <p>Curriculum Plans</p>	

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<p><b><u>SMSC</u></b></p>	<p>Can pupils recognise the difference between right and wrong? Can they apply this knowledge to their own lives?</p> <p>Do pupils understand the consequences of their actions? Do the school's Christian values help pupils to apply these values in their daily lives?</p> <p>Can pupils offer reasoned views about moral and ethical issues?</p> <p>Does the school provide opportunities for pupils to work collaboratively and cooperatively?</p> <p>Are conflicts resolved effectively?</p> <p>Do pupils have a good understanding of different communities and how they can work effectively together for a common good?</p> <p>Does the school provide rich and varied opportunities for pupils to learn about and explore different cultures?</p> <p>Is the level of creativity of a high standard in the school?</p> <p>Does the school provide a wide range of opportunities for pupils to be creative?</p>	<p>Pupil Interviews Teaching and learning policy Learning walks Curriculum Plans Pupils' work Book scrutiny Portfolios Displays</p>	
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<b><u>Behaviour</u></b>	<p>How does the school monitor behaviour?</p> <p>How do standards of behaviour compare to other schools?</p> <p>Is the quality of relationships across the school of the highest standard?</p> <p>How do the school's Christian values shape the quality of relationships?</p>	<p>Behaviour log</p> <p>Raise online data</p> <p>Questionnaires</p> <p>School documentation</p> <p>School website</p>	
<b><u>Diversity</u></b>	<p>To what extent are pupils aware of Christianity as a multi-cultural world faith?</p> <p>What global links does the school have?</p> <p>What links does the school have with different communities and different faith communities locally/nationally?</p>	<p>Pupil interviews</p> <p>Pupil's work</p> <p>SDP</p> <p>HT reports</p>	
<b><u>Contribution of RE</u></b>	<p>Are pupils excited by RE?</p> <p>Are pupils challenged by RE?</p> <p>What contribution does RE make on pupils SMSC development?</p> <p>Does RE have a high profile within the school? How does RE help support the Christian character of the school?</p>	<p>Pupil interviews</p> <p>RE books/work</p> <p>RE Displays</p> <p>Interview with HT/RE Coordinator</p> <p>RE budget</p> <p>RE Performance Data</p>	