**Thematic Structure for an Integrated SIAMS & Ofsted School Improvement Plan**

**Leadership and management**

**IQ1 How does the school’s theologically rooted Christian vision enable pupils and adults to flourish?** a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican foundation of the school? b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish? c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish? d) How does the vision of the trust resonate with the school’s theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?

**Quality of education**

**IQ2 How does the curriculum reflect the school’s theologically rooted Christian vision?** a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer? b) How is spiritual development an intrinsic part of the curriculum? c) How do leaders know that the curriculum is having the intended effect for pupils? d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged? e) How does being part of the trust enhance the school’s curriculum?

**IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England’s Statement of Entitlement for Religious Education)?** a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school? b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse? c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?

**IQ7 What is the quality of religious education?** 2 a) What is the quality of teaching? b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum? c) How does assessment inform teaching and learning?

**Behaviour and attitudes**

**IQ4 How does the school’s theologically rooted Christian vision create a culture in which pupils and adults are treated well?** a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture? b) How do school policies and practice create a culture in which people’s wellbeing is enhanced? c) How is enabling good mental health for all central to the school’s work? d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times? e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?

**Personal development**

**IQ3 How is daily collective worship enabling pupils and adults to flourish spiritually?** a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school? b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this? c) In what ways is the worship life of the school inclusive, invitational, and inspirational? d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals’ spiritual development? e) How does the trust contribute to and enhance the school’s worship and spiritual life?

**IQ5 How does the school’s theologically rooted Christian vision create an active culture of justice and responsibility?** a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others? b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change? c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people’s lives? d) How does the trust make a positive impact on the culture of the school?