

IQ2	<p>Inspection question:</p> <p>How does the curriculum reflect the theologically rooted Christian vision?</p>	<p>Points to note</p> <p>Curriculum: The knowledge, and skills gained through the curriculum is the way pupils flourish academically. It should provide a model that sets out how leaders expect pupils to progress. Explore the curriculum as a whole at a high level with leaders:</p> <ul style="list-style-type: none"> • How do they consider it ambitious? • How, given the context of time and place, does the curriculum recognise the needs of the community? How does it fit their vision? • How has the vision informed curriculum decisions? • How have leaders decided to assess pupils' progress through the curriculum? The impact on learning is not about progress from point A to point B. It is about how far pupils' learning has been fostered (their education widened) and they know more. It is NOT about published or school data but about learning. • What information is the school using as a basis for its claims about the curriculum? How does it know all pupils are learning well, according to their own needs and abilities? • Priority must be given to the vulnerable and how the school enabled them to flourish. • How does the trust enhance the school's Christian-vision-driven curriculum? <p>Spiritual development</p> <ul style="list-style-type: none"> • Expect to see a resonance between the school's theologically rooted Christian vision, the curriculum, and the understanding/role of spirituality in school life. • Spiritual development is not a separate standalone issue for Church schools. Reflecting their Christian foundation, it should be intrinsic to everything that the school does. • What does the school understand by spirituality and spiritual development? How do they know how pupils are developing spiritually? How well do staff understand this? How is the school's approach informed by the vision? • Pupils' questioning of all around them is key and whether they have a sense of there being a wider dimension to their lives.
	<p>Sub questions:</p> <p><i>These are for information only and inspectors must not expect that they will be answered/used</i></p> <ol style="list-style-type: none"> In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer? How is spiritual development an intrinsic part of the curriculum? How do leaders know that the curriculum is having the intended effect for pupils? How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged? How does being part of the trust enhance the school's curriculum? 	

Possible LOE

Possible questions to pursue LOE in the **context** of the school:

LOE: The extent to which the school applied the Christian vision in devising its curriculum

- How far has the curriculum been tailored to the context of the school at this time?
- How do individual subject curricula take the vision into account?
- How does this apply to extra-curricular activities?
- In what ways is the curriculum enabling pupils to flourish?

LOE: How the school is enabling its pupils who are vulnerable and those with SEND to flourish

- How does the vision support vulnerable pupils to flourish academically?
- How does the vision shape the curriculum for pupils with SEND and those who are vulnerable?
- When pupils struggle, how do teachers help them?
- How is the school's approach to spiritual development appropriate for all pupils?

LOE: How the school encourages and supports the spiritual development of both pupils and adults

- How did the school arrive at its understanding of spiritual development?
- How is the school's approach explained to pupils and staff? What type of language is commonly used?
- What sort of impact does it have on pupils/adults and how does the school know?
- How do an appropriate range of opportunities exist as pupils mature?

Suggested activities to pursue LOE

Discuss with governors:

- how the strategic direction for the curriculum is set.
- how they know it is implemented and having the intended impact.
- how the school approaches spiritual development/ spirituality.

Discuss with senior leaders:

- what they intend for the curriculum, role of the vision and how this has played out in individual subjects.
- how they have planned a curriculum that enables pupils to learn well.
- how they approach spiritual development/ spirituality.

Discuss with curriculum leaders:

- their understanding of the vision and how it plays out in their own curriculum.
- how they approach spiritual development/ spirituality in their subject

Discuss with pupils:

- how they see the vision translated into what they learn over time. This is critical especially for the vulnerable.

Discuss with SENCO, EWO, LSAs:

- how the vision is directing their work, how they see its impact and where they wish to develop it further.
- how the school enables its vulnerable to flourish (ask for relevant and recent examples).

Discuss with adults:

- ask parents how school enables children to flourish
- what staff understand by spiritual development and how school has fostered their own development.