

IQ4	<p>Inspection question:</p> <p>How does the theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p>	<p>Points to note</p> <p>IQ4 focuses primarily on the internal culture of the school and how it directly benefits the school community.</p> <p>How does the school’s culture reflect the theologically rooted Christian vision? How does the school know if pupils and adults are being treated well? Do people themselves feel that they are treated well? What evidence is there? How typical is it?</p> <p>Is this communicated through policies? Is practice commensurate with policy?</p> <p>What about mental health? Does the school have strategies, in line with their vision, designed to enable good mental health?</p> <p>What is it like for all pupils and adults who come to this school? This includes people from a range of socio-economic backgrounds, of different ethnicities, and different faiths. Are they treated well?</p> <p>What about people who have differing academic abilities or who may not be described as neuro-typical?</p> <p>What is it like to be ‘different’ in this school? Is it a place of welcome, dignity, inclusion? Is this connected in practice to the school’s vision?</p> <p>What happens when things go wrong?</p>
	<p>Sub questions:</p> <p><i>These are for information only and inspectors must not expect that they will be answered/used</i></p> <ul style="list-style-type: none"> 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? <p>How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	

Possible LOE

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

LOE The ways in which the school's vision has enabled it to support pupils to flourish in difficult circumstances

- How is the school's Christian vision implemented by senior leaders during difficult times?
- What examples can you give that show the impact of the vision in difficult times on pupils and their families and the wider community?
- How do pupils use the school's vision to enable them to learn and make positive choices?
- How is provision made to support pupils and adults to enjoy good mental health?

LOE How the school's vision enables it to create and maintain an environment which encourages all to treat others well

- How does the school's vision ensure the mental health and well-being of its pupils and the wider school community so that all are enabled to flourish?
- How do the school's vision allow pupils to understand they and their community are cherished as children of God even in difficult times?
- What part does the vision play in reconciliation and forgiveness in the school?
- How does the school know that it is caring for all its vulnerable pupils, and that they are being given an equal opportunity to flourish?

Suggested activities to pursue LOE

Discussions with leaders (include governors)

- Discuss how the vision creates a culture in which all are treated well.
- Investigate what motivates leaders' actions.

Discussions with pupils is vital for these strands

- Investigate how they see relationships within the school
- Discuss human dignity and how people are treated – do not accept simple claims – seek examples. What happens during difficult times to this aspect of the school?

Discussions with parents

- Ask if and how the school enables and helps their children to flourish and to be treated well.

Discussions with staff at all levels and from all areas of the school

- Explore the impact the vision has on them, their mental health, workload and environment. Are they treated well?

Exploration of data

Attendance, persistent absence, alternative provision, exclusion, racist incidents, bullying, harassment are records which **MUST** be explored with the school. Do not just take the school's word but explore all of these to see if how the school creates a culture in which all are treated well.