

IQ5	<p>Inspection question:</p> <p>How does the theologically rooted Christian vision create an active culture of justice and responsibility?</p>	<p>Points to note</p> <p>IQ5 builds on IQ4, looking outwards, beyond self to others.</p> <p>It is right that each individual prioritises their own wellbeing. However, rights and responsibilities are balanced. Our responsibility to others should not diminish our responsibility for ourselves.</p> <p>Does the school know what is meant by courageous advocacy? How is it a reflection of the school's theologically rooted Christian vision? What does it look like in practice?</p> <p>What evidence is there that pupils are empowered to act for justice and are encouraged/enabled to make ethical choices?</p> <p>How does the school/trust balance this with their legal duty for the work of the school to be politically impartial?</p> <p>If the school has partnerships (in the UK or elsewhere in the world), why do they have them? How are they an expression of the school's vision? What do leaders intend to achieve through them? How do they know if they are meaningful?</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> <ol style="list-style-type: none"> 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? 	

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 develop partnerships

- How have partnerships been developed and why?
- How are they an expression of the school's vision?
- What do leaders intend to achieve through them?
- How do they know if they are meaningful?

LOE How the school's vision encourages pupils to think about issues of justice

- How does the school, through the application of its vision, encourage an understanding of justice in pupils?
- How do teachers enable pupils to seek and accept responsibility?
- How do leaders monitor the school curriculum to ensure that pupils explore questions of justice and act as courageous advocates?
- How does the vision impact upon the school's relationship with families?

Suggested activities to pursue LOE

Discussions with leaders (include governors)

- Investigate what motivates leaders' actions.
- What do leaders understand by justice and how, in practice, is this linked to the vision?

Discussions with pupils is vital for these strands

- What is their understanding of advocacy? Are pupils really courageous advocates or are they just following a lead in charity work? Look out for misunderstandings.

Discussions with parents

- Ask if and how the school enables and helps their children to understand issues of justice and make real and meaningful changes (appropriate to their age and stage of development).

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

- Explore the impact the vision in creating an outward looking culture of justice.

Discussions with partners

- Explore how the school uses its vision for social action, and to ensure relationships are strong.