

Strands 3, 4 and 5: Character development

Focus questions

- How well the school's Christian vision supports the character and moral development of all pupils, giving them aspiration for themselves and hope for the communities of which they are a part, including when circumstances are difficult.
- How well the school's Christian vision inspires the whole school community to engage in social action and to be courageous advocates for change in their local, national and global communities.
- How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health and enables all to flourish and live well together.
- How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.

Grade descriptors

- There is a demonstrable culture of aspiring to be the best you can be: the person God created you to be. Pupils say how the school's Christian vision and associated values help them to make positive choices about how they live, learn, approach difficult circumstances, and behave.
- A demonstrable feature of the school is the way in which it encourages its pupils to think about wider global society, as appropriate to context.
- There are effective procedures in place to ensure that pupils are protected from all types of bullying or harassment and that any incidents that do occur are dealt with effectively and are appropriately recorded.

Points to note

- These 3 strands are overlapping and may be reported in this way or separately.
- Wider global society encompasses environmental issues, societal issues and ethics.
- The use of the word harassment means that bullying by peers, sexual predation and the way the school teaches this is wrong, should be considered. The school's recording of this also needs examination.

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' character development in difficult circumstances

- How is the school's Christian vision implemented during difficult times by senior leaders?
- 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 and values to enable them to learn and make positive choices?

LOE How the school's vision encourages pupils to think about the wider global society

- How does the school through the use of its vision encourage hope and aspiration in pupils?
- How do teachers get the best from pupils?
- How do leaders monitor the school curriculum to ensure that pupils explore big questions and act as courageous advocates?
- How did the vision impact upon the school's relationship with families during lockdown and since?

LOE How the school's vision enables it to create and maintain an environment which encourages good relationships, dignity and respect between all

- 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 and values 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)

- Investigate what motivates leaders' actions.

Discussions with pupils is vital for these strands

- Investigate how they see character development. (Triangulate what leaders say was their intention.)
- Discuss dignity and respect – do not accept simple claims – seek examples. What happens during difficult times to this aspect of the school?
- 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's character to flourish and to have hope and aspiration based on the vision.

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 during difficult times.

Discussions with partners

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

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 manages character development of all pupils is in line with the vision.