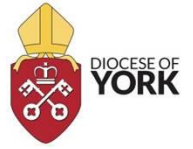




## Diocese of York Pupil Voice



Self-evaluation of a church school's Christian vision remains as important as ever and schools are encouraged to be creative as they seek to demonstrate the impact of their Christian vision on the daily life of the school.

The main focus of a successful evaluation should always be on the impact. Whilst schools are rightly proud of the things they have provided for their pupils it is the difference which is made by this provision which really matters. SIAMS inspectors gather a range of on-site self-evaluation evidence, and this will include talking to groups of pupils.

This booklet provides some questions that you can use to help you plan and conduct pupil voice to gather evidence of the effectiveness and distinctiveness of your Christian vision as a church school.

Before you undertake pupil voice you might want to consider the following questions.

Who will participate and why?

How will you decide the focus for the pupil voice? (You won't be able to cover everything from this booklet in one go. You might find it helpful to choose 1 IQ as a focus)

What is the role of governors, and how can they effectively be involved?

How and when will you feedback the evidence collected to staff?

How will next steps be identified?

Who is responsible for planning the next pupil voice in response to the identified next steps?

How will you celebrate achievement?

How will your school provide an overview of the next steps, including a description of learning opportunities for staff?

Paying attention to these questions as part of the planning of pupil voice will help the activity to be a successful and useful learning experience for all those involved.

### Focus IQ1 : Theologically Rooted Christian Vision

Under the 2023 SIAMS Framework, schools are expected to have a theologically rooted Christian vision that shapes and drives their work. This is not strikingly different from the expectations of the 2018 Schedule but, from September 2023, inspectors will explore the vision in depth with leaders. The vision may include reference to a Bible verse or story, and it may not. There is no one definitively correct approach, as long as the vision has theological roots in accordance with the original purpose of the school; shapes and drives the school's work; is relevant for the school community; and is effective.

**Key questions you could use to explore the school vision.**

1. Do you know that this is a church school?
2. Do you think that it makes any difference that you come to a church school?
3. What do you think is good about coming to a church school?
4. What is in school that would tell visitors that you are a church school? Where would they look?
5. Can you tell me about your school's vision and what does it mean?
6. Can you think of a Bible Story /teaching that illustrate this / these? What did you learn from this story?
7. If the school has a set of Christian values –
8. Which are the Christian values that link to your school's vision?
9. How did your school decide which Christian values should become the school's core values?

## Focus IQ2 - How does the curriculum reflect the theologically rooted Christian vision?

### Key questions you could use to explore the curriculum.

1. Has anything you have learnt about your Christian vision helped you or your class make an important decision?
2. Can you give an example of how one of your school values was important in something you learnt about in class?
3. How do you know if you have done something well?
4. What sort of things are celebrated in your classrooms? In your learning?
5. What do you do when you find something difficult?
6. What do you do when somebody in your class finds something difficult?
7. What opportunities are you given to talk about your own feelings?
8. What opportunities are you given to share your thoughts and views?
9. What opportunities are you given to reflect and think
10. Do you get the chance to learn about and try new things to find out what you enjoy and are good at?

## Focus IQ3 - How is collective worship enabling pupils and adults to flourish spiritually?

Worship should be at the heart of the school and draw upon liturgical richness of the Anglican tradition through a clear and consistent structure. It should be Inclusive, Invitational and Inspiring.

Key document: <https://www.churchofengland.org/sites/default/files/2021-05/collective-worship-guidance-18052021.pdf>

### Key questions you could use to explore collective worship.

1. Tell us what happens in your collective worship time.
2. Do you think collective worship is important in your school?
3. When you are told it is time for collective worship what do you think that collective worship is?
4. In what ways does collective worship time in your school help you to understand more about your school vision? What would the whole school miss if there was no Collective Worship? What would you miss?
5. What sort of ideas are you able to explore in Collective Worship? Is there any other time in school that you can explore these ideas?
6. What's it that makes it collective worship and not just, for example, singing?
7. What do you like most about collective worship?
8. Can you finish this sentence Collective Worship is a time for..... Collective Worship could/should include.....
9. Think about times when you have thought at the end of Collective Worship that was really great, I am glad I was in the hall/ in class worship today! What made it so good?
10. What is your favourite type of collective worship e.g. whole school; smaller groupings; class worship; in church; children taking part in worship; the vicar leading worship; visiting speakers; visiting groups; Communion or Eucharist?
11. What do you like about it / them?
12. Do you have anything special to look at during collective worship? Why do you?
13. How do you feel about collective worship? How does it help you? Does it encourage you in any way?
14. Who leads these collective worship times?
15. Do you have opportunities to create and lead collective worship?
16. Do you have any chance to make comments about collective worship?
17. Do you learn about church seasons and festivals?
18. How and when do you say prayers/reflect in school (start of day, lunchtime, race, end of day, collective worship, etc)?
19. Do you know any special prayers or hymns/songs?
20. Do you ever say prayers/have opportunity to reflect for special reasons?
21. Do you ever say prayers/pause and reflect yourself?

## Focus IQ4 - How does the school's theologically rooted Christian vision create a culture in which pupils are treated well?

### Key questions you could use to explore school culture.

1. How do you think learning about the vision and values helps you and your school community to live and work well? How do the teachers help you to think/care about yourself and to think/care about other people?
2. When there is a bad argument in the playground, who do you go to, to help get it sorted out? How does this happen?
3. How does the school's vision and values help you and your friends?
4. What do you do if something goes wrong? How do you put it right again?
5. What do you do if you have been treated unfairly? What do you do if your friend has been treated unfairly?
6. How do the teachers help you to think/care about yourself and to think/care about other people?
7. Do you know anyone in school who is different from you?
8. How do you treat children who are different from you?
9. Do you think there are lonely people in your school, why do you think this is? If people are lonely, what help is there for them?
10. Do you think that the staff in this school are good at listening to what you have to say?
11. Are there times and places where you sit quietly during the school day?

## Focus IQ5 - How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?

Key document: CEEO Courageous Advocacy document

<https://www.churchofengland.org/sites/default/files/202105/180521%20Courageous%20Advocacy%20%28final%29.pdf>

### Key questions you could use to explore justice and responsibility.

1. How do you decide which charities you are going to raise money for? Why is this important to you and your school? How does this link to your school vision and values?
2. What do you do in this school to help others who are not as well off as you are?
3. What do you do in your community? The wider world?
4. Do you have the opportunity to discuss and challenge injustice? And what do you do if something is unjust?
5. Do you have opportunities in school to discuss 'big questions' about life and the world?
6. Are you helped to understand how you can make a difference in the world - individually but also working with others?

## Focus IQ6 - Is the religious education curriculum effective?

Key document: CEEO RE Statement of Entitlement

<https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf>

### Key questions you could use to explore Religious Education.

1. Why do you think we learn about religion and worldviews at school? [Or: Do you think it is important to learn about religion and worldviews at school?]
2. What have you been learning about most recently in RE? What did you learn about last term? What did you learn about last year?
3. Can you tell me about some important words [vocabulary] that you have learned in RE lessons? What do those words mean?

4. Do you get the chance to share your own opinions/beliefs/questions in RE lessons? What difference does this make to your learning?
5. What do you think I mean by 'believing', 'living' and 'thinking'? How do you think this connects with your RE lessons? [KS2 -KS4 only. For KS3-4 Do you have the chance to 'be a theologian/philosopher/social scientist' in RE?]
6. Can you tell me about one story/text that you have learned about or engaged with in RE? Why is this story/text important? [KS3-4 draw out connected texts]
7. What types of work do you do in your RE lessons?
8. How do you record your ideas?
9. Have you ever made any visits in RE or had any visitors? What can you tell me about them? In what ways are they similar to other visits / visitors?
10. Can you give me an example of when you did some writing in RE lessons? What did you write about? How were you helped to produce your written work? [KS3-4 adapt to focus on types of writing and
11. structure, e.g. Do you have opportunities to interpret text and develop written argumentation?]
12. Can you give me an example of when you had a discussion or debate in RE? What was it about? Did everyone get a chance to take part? How did it help you understand your RE topic better?
13. Can you give me an example of when you learned about [diversity in religion] how different people live out their beliefs in a particular religion, for example how different Christians around the world celebrate
14. Christmas?
15. How did this help you understand the RE topic better?
16. Do you think you learn more about yourself in RE lessons? Can you give me an example?
17. What do you enjoy about RE?
18. How do you think that RE lessons challenge you?

**Focus IQ7 - What is the quality of religious education in (former) voluntary aided schools, or in former voluntary controlled schools in which denominational religious education is taught?**

Key document: CEEQ RE Statement of Entitlement

<https://www.churchofengland.org/sites/default/files/2019-02/re-statement-of-entitlement-for-church-schools.pdf>

**Key questions you could use to explore Religious Education.**

1. How well are you doing in RE?
2. Are there any things which make learning difficult in RE?
3. What things help your learning in RE?
4. What have you been learning about most recently in RE? What did you learn about last term? What did you learn about last year?
5. Can you tell me about some important words [vocabulary] that you have learned in RE lessons? What do those words mean?
6. How do your teachers help you to do well in RE?
7. What happens if you don't understand something?

**When meeting with a group of pupils with their books**

1. Talk to me about your learning in (previous term/year); how did this help you with your current learning?
2. How do you find the work in RE? Is it usually easy, challenging but achievable, or too hard for you?
3. How does your teacher help you with your learning so that you know more? How does your teacher help you to remember?
4. How does your teacher give you feedback about how well you are doing?
5. Can you show me some examples of feedback that you have received from the teacher and what you did as a result of the feedback?
6. In your book can you find your best piece of work? Tell me about it?
7. Can you show me a piece of extended writing that you have done in RE

## Leadership discussion following agreed pupil voice monitoring activity

A discussion focused on **evaluating** the evidence gathered through the joint monitoring activity. This discussion focuses on agreeing the key findings and identifying next steps for the school.

Discussion should focus on the following questions:

- How clearly could the school articulate vision driven provision for the IQ focus explored?
- What examples were shared?
- What did the evidence tell you about the impact of this provision?
- What are the agreed next steps for the school?