



## Assessed distance learning course C

### Grade Descriptors

**How well does the school, through its distinctive Christian character, meet the needs of all its learners?**

#### **1. Outstanding**

The school makes excellent provision to meet the needs of all its learners. Learners from all groups feel valued and special, including those from a minority ethnic or faith background, those who have special educational needs and those who are experiencing difficulties or causing problems for others. Learners of all types flourish and fulfil their potential, whatever their gifts or talents; their academic achievement is high in relation to prior attainment and social background. Whatever their religious faith, their spiritual, moral, social and cultural development is excellent. Relationships within the school community are exemplary and characterised by Christian care and concern for others.

#### **2. Good**

The school makes good provision to meet the needs of all its learners, including those from minority ethnic or faith backgrounds, those who have special educational needs and those who are experiencing difficulties or causing problems for others. Learners from all groups feel valued and special. The great majority from all groups do well and fulfil their potential, whatever their gifts or talents might be; their academic achievement is good or better in relation to their prior attainment and social background. Whatever their religious faith, their spiritual, moral, social and cultural development is good. Relationships within the school community are characterised by Christian care and concern for others.

#### **3. Satisfactory**

The school makes satisfactory provision to meet the needs of all its learners, including those from minority ethnic or faith backgrounds, those who have special educational needs and those who are experiencing difficulties or causing problems for others. No group is disadvantaged. Most learners feel that the school values them as individuals. The majority do well and are given the opportunity to fulfil their potential, whatever their gifts or talents might be; their academic achievement is at least satisfactory in relation to their prior attainment and social background. Whatever their religious faith, their spiritual, moral, social and cultural development is at least satisfactory. Relationships within the school community are generally characterised by Christian care and concern for others.

#### **4. Inadequate**

The school is currently failing to meet the needs of all its learners. Whilst provision for the majority may be satisfactory, the school is not making adequate provision for the full range of the learners' needs, for example those of minority ethnic or faith groups or religions, those with special educational needs, those who are experiencing difficulties or those causing problems for others. One or more of these groups is significantly disadvantaged. Some groups or individuals do not feel that the school values them as individuals. Academic achievement for a significant minority is unsatisfactory in relation to prior attainment and social background. Spiritual, moral, social and cultural development is unsatisfactory for some groups. Poor relationships within the school community (for example amongst staff or between staff and learners) undermine its Christian witness.

## Self-Evaluation – Grade Descriptors

**How well does the school, through its distinctive Christian character, meet the needs of all its learners?**

	<b>To what extent do learners feel valued and special?</b>	<b>How well do the school's Christian values impact on learners and enable them to flourish as individuals?</b>	<b>How well does the Christian ethos support the spiritual, moral, social and cultural development of all learners?</b>	<b>How are Christian values evident in the relationships between staff and learners, amongst learners and between staff?</b>	<b>How well is the school environment used to encourage spiritual development?</b>
<b>Outstanding</b>	Virtually all learners feel valued and special. They enjoy their work, find it very worthwhile and meaningful and fulfil their full potential, whatever their gifts and talents. They say that they are always treated with justice, equality and respect in school, and that school is a place where they feel secure, happy and confident.	Christian values have a pervasive impact on personal development and on progress in learning. Virtually all learners express high levels of hope and aspiration for their futures as responsible, compassionate people. Their levels of self-esteem, maturity and independence are high and they willingly support others.	Learners make excellent personal progress in spiritual awareness. They possess a very positive sense of self and invariably apply faith based moral values to decisions and actions. Learners are able to relate sensitively to the beliefs, feelings and sensibilities of others. The school uses its Christian character to nourish, encourage and challenge the SMSC development of virtually all learners.	Virtually all learners and staff feel their views are taken seriously and that they are supported by everyone else. Everyone works collaboratively and co-operatively and can talk openly about the way their beliefs have an impact on their professional life. Conflicts are always dealt with speedily, compassionately and fairly, in a spirit of forgiveness and reconciliation.	All learners say they feel safe, valued and welcome and express great pride in their school. Accommodation and resources have an outstanding effect on the quality of spiritual reflection, prayer and worship. Evidence of a Christian character permeates the school. Displays are very prominent, bright and interactive, and give excellent support to religious education and general learning.
<b>Good</b>	A large majority of learners feel valued and special. They enjoy their work, finding it worthwhile and develop their potential. They say that they are always treated with justice, equality and respect in school and that school is secure place in which they are happy.	Christian values have a demonstrable impact on personal development and on progress in learning. The large majority of learners express hope and aspiration for their futures as responsible, compassionate people. They have good levels of self-esteem and independence whilst expressing understanding of others.	Learners make good personal progress in spiritual awareness. They possess a positive sense of self and normally seek to apply faith based moral values to decisions and actions. Learners are able to relate positively to the beliefs, feelings and sensibilities of others. The school uses its Christian character to nourish, encourage and challenge the SMSC development of the large majority of learners.	The large majority of learners and staff feel their views are taken seriously and that they are supported by others. Nearly everyone works collaboratively and co-operatively and can talk openly about the way their belief have an impact on their professional life. Conflicts are nearly always dealt with compassionately and fairly, in a timely way and in a spirit of forgiveness and reconciliation.	Almost all learners say they feel safe, valued and welcome and express pride in their school. Accommodation and resources have a positive effect on the quality of spiritual reflection, prayer and worship. Evidence of a Christian character is found throughout the school. Displays are prominent, bright and interactive, and give effective support to religious education and general learning.

## Self-Evaluation – Grade Descriptors (continued)

How well does the school, through its distinctive Christian character, meet the needs of all its learners?

	To what extent do learners feel valued and special?	How well do the school's Christian values impact on learners and enable them to flourish as individuals?	How well does the Christian ethos support the spiritual, moral, social and cultural development of all learners?	How are Christian values evident in the relationships between staff and learners, amongst learners and between staff?	How well is the school environment used to encourage spiritual development?
<b>Satisfactory</b>	Most learners feel valued, enjoy much of their work, find much of it interesting and move along the road to developing their potential. They say that they are normally treated with justice, equality and respect in school and that school is an orderly and safe place.	Christian values have an impact on personal development and learning outcomes. Most learners hope for success in the future, and aim to become responsible, compassionate people. They are secure in their knowledge of themselves and need little support as they develop.	Learners are developing their individual spiritual awareness. They possess a growing sense of self and frequently seek to apply faith based moral values to decisions and actions. Learners accept and understand the beliefs, feelings and sensibilities of others. The school uses its Christian character to nourish, encourage and challenge the SMSC development of most learners.	The majority of learners and staff feel their views are taken seriously and that there is someone they can turn to if they need support. Most people work collaboratively and co-operatively and are willing to talk openly about their beliefs when the need arises. Most conflicts are dealt with speedily sensitively and fairly and in a spirit of forgiveness.	Most learners say they feel safe, valued and welcome and value their school. Accommodation and resources are sufficient to support spiritual reflection, prayer and worship. Evidence of the school's Christian character is found in most key areas of the school. Displays are interesting and stimulate both religious education and general learning.
<b>Inadequate</b>	Most learners do not feel valued or special. They do not always enjoy their learning, often finding it pointless. They do not develop, and frequently fail to fulfil, their potential. Their special gifts and talents are not fully recognised. They say that they are often not treated with justice, equality or respect in school and that school is not always an orderly or safe place	Christian values have a little or no impact on personal development or learning outcomes. Most learners have low levels of hope and aspiration for their futures. Some become reasonably responsible, young people as they develop, but many lack the confidence needed to ensure they achieve the success of which they are capable.	Learners are not developing an individual spiritual awareness. They possess an impoverished sense of self and rarely seek to apply faith based moral values to decisions and actions. Learners are unable to relate constructively to the beliefs, feelings and sensibilities of others. The school rarely uses its Christian character to nourish, encourage and challenge the SMSC development of learners.	Many learners and/or staff do not feel their views are taken seriously and that they are not as well supported as they might be. Few people work collaboratively and co-operatively and there is little discussion of how their beliefs have an impact on their professional life. Conflicts are often not dealt with speedily, compassionately or fairly.	Few learners say they feel safe, valued and welcome or value their school. Accommodation and resources are insufficient to support spiritual reflection, prayer or worship. Evidence of the school's Christian character cannot be easily found. Displays are lacklustre, unchanged recently or inappropriate.