# Summary SIAMS Self-Evaluation Template

# Introduction

# An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.

# A separate summary of the school’s ongoing self-evaluation should be available for a SIAMS inspector.

# This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.

* Self-evaluation templates are available on the SIAMS pages of [The Church of England website.](https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections)

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| School’s Theologically Rooted Christian Vision  |
| Inspection Conversations: Context |
| Context 1: Who are we?  |  |
| Context 2: What are we doing here?    |  |
| Inspection Questions (IQ) : How then shall we live? (This information is key to enabling inspectors to make evidence-based judgements.) |
| INSPECTION QUESTION (IQ)  | IMPACT OF PROVISION AND SOURCES OF EVIDENCE  |
| IQ1 What does the school’s theologically rooted Christian vision look like in practice, and how do leaders know that it transforms lives? How does the trust’s vision enhance this?  |  |
| IQ2 How do school and trust leaders ensure and know that the curriculum is an expression of the theologically rooted Christian vision?  |  |
| IQ3 How do school and trust leaders ensure that the spiritual life of the school is enriching the lives of pupils and adults? How does daily collective worship contribute to this?  |  |
| IQ4 How do school and trust leaders ensure that, as a result of the theologically rooted Christian vision, the wellbeing of all within the school community is a formational factor in policy making and practice?    |  |
| IQ5 How do school and trust leaders ensure that, as a result of the theologically rooted Christian vision, there is a culture of love, compassion, justice, responsibility, and forgiveness?  |  |
| IQ6 With reference to the expectations set out in the [Church of England Statement of Entitlement for Religious Education](https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf), how do school and trust leaders ensure that religious education is effective?    |  |