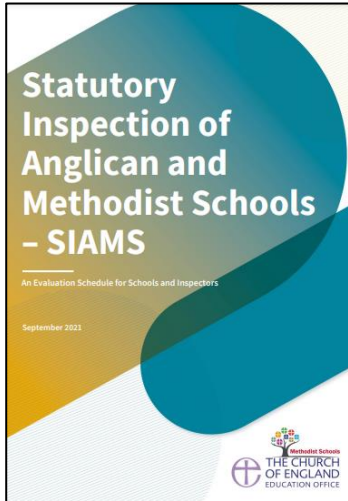


# SIAMS: A Summary



SIAMS seeks to answer the following overarching inspection question:

How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Essentially, the process has two parts; the school’s self-evaluation and the inspection visit itself. It is the responsibility of the governors, or equivalent in academy schools, to ensure the self-evaluation process happens but not to undertake it as such; **the whole school community should be involved in developing the self-evaluation form (SEF) document.** Views of pupils, parents and carers, church and other community groups should be sought. Individuals, e.g. the RE leader, might take the lead for certain sections but the finished SEF should be a corporate effort. The inspector will use the 2-page summary of any fuller self-evaluation to determine key lines of inquiry prior to the inspection.

The process in schools should follow a pattern similar to this:

- Vision



What is your Christian vision for the school?

- Provision



What do you do because of your Christian vision ?

- Impact



How do you know it is working ?

Core Christian Values are part of this ‘provision’

The SIAMS Evaluation Schedule has Seven Strands. These are complementary to each other and help to bring out clearly all the aspects of a Church School that the inspection covers.



SIAMS inspection retains its primary focus on the effectiveness and impact of the school's Christian vision. When approaching the self-evaluation note that strands 2-7 sit 'within' the impact of Strand 1 (Vision and Leadership). The school's Christian vision should be tangible across all the strands, it is clearly referred to in all the guidance and grade descriptors in the 2021 Schedule. The values of the school are effectively 'tools' of the vision, they do not form a vision in themselves.

The vision is the keystone to the overarching question and is woven through all 7 strands. The school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative.

**The following sections are summaries of the guidance from the schedule**  
**Underlined terms should be given special consideration**

### **Strand 1: Vision and Leadership**

- The school develops and implements an inclusive and distinctive Christian vision and monitors its impact to ensure the school's original foundation is maintained.
  - The school lives out its Christian vision in relationships and partnerships with key stakeholders.
- a. School's vision (and associated values) is grounded in a clear theology firmly rooted in a Christian narrative. Leaders are aware of current thinking in Church school education.
  - b. Christian vision shapes school policies, actions and development plans. Priority is given to collective worship and RE
  - c. Partnerships supported, sustained and informed by the Christian vision and associated values
  - d. Leaders ensure that all staff members develop understanding of the school as a Church school. Future Church school leaders given professional development leading to improved practice
  - e. Robust and continuous self-evaluation process is in place

**School vision needs to be summarised in 50 words as This will be used in the inspection report as the school's stated vision. If leaders, including governors, cannot articulate how biblical teaching roots the school's vision, giving it coherence, relevance and sustainability, the school could not be good overall.**

Strands 2-5 cover the life of the school, both curricular and extra-curricular. Curriculum that leads to learning is the focus (please note in the absence of validated data, inspectors will ask for the IDSR 2019 but not look at internal data). Spiritual, moral, social, cultural (SMSC) are treated individually across strands 2-5. Other aspects of school life such as Charitable work and Mental Wellbeing are also included in these strands. Strands 3,4&5 complement each other and should be considered together for the purposes of self-evaluation.

### **Strand 2: Wisdom, Knowledge and Skills**

- School staff and leaders apply the Christian vision wisely and sensitively to ensure curriculum and extra-curricular opportunities meet the learning and spiritual needs of all learners.
- a. Learning needs of all pupils including vulnerable groups – Progress seen through curriculum
  - b. Spiritual development

### **Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy**

- **The Christian vision supports pupils' character and moral development, giving them aspiration for themselves and hope for the communities of which they are a part, including when circumstances are difficult.**
  - **The 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.**
- a. School's vision and associated values develop aspiration, perseverance and resilience in all pupils, leading to positive choices.
- b. All pupils have opportunities to ask 'big questions', think globally about life and understand disadvantage, deprivation and the exploitation of the natural world. School explores diocesan and other global companion/world church links.
- c. School community connects its ethical and charitable activities to the school's vision and associated values. Pupils engage in social action and understand how they can challenge injustice.

### **Strand 4: Community and Living Well Together**

- **The 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.**
- a. School's Christian vision and associated values underpin all relationships in the school community. Pupils disagree well and to practice forgiveness and reconciliation (behaviour, exclusion and attendance policies).
- b. There is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference.

### **Strand 5: Dignity and Respect**

- **The Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, flourish because all are treated with dignity and respect.**
- a. School's Christian vision and associated values uphold dignity and value all God's Children\*
- b. Curriculum provides opportunities for all to understand, respect and celebrate difference and diversity.
- c. Approach to relationships and sex education (RSE) ensures that children cherish themselves and others as unique and wonderfully made and form healthy relationships where they respect and offer dignity to others. \* See 'Valuing All God's Children' report.

**Strands 6-7 stand slightly apart as they are both expressions of the school's Christian vision. In considering these two strands schools should take account of the emphasis on experience in collective worship and the quality of the curriculum in Religious Education. RE will be inspected in all schools but only given a separate grade in VA schools. Collective worship will receive a separate grade in all inspections.**

### **Strand 6: The impact of collective worship**

- **Collective worship is an expression of the school's Christian vision and is inclusive, invitational and inspiring.**


**(CofE Guidance on CW: Inclusive, Invitational, Inspiring, May 2020)**

- a. Opportunity, without compulsion, to all pupils and adults to grow spiritually through experience of prayer, stillness, worship and reflection whether they are engaged in learning in school or at home.
- b. Variety of Christian worship for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican worship, festivals and, where appropriate, the Eucharist.
- c. Participants appreciate the relevance of faith in today's world, encounter the teachings of Jesus and the Bible and develop understanding of the Christian belief in the Trinitarian nature of God.
- d. Pupils and adults plan, lead and evaluate collective worship. Leaders of worship, including clergy, have access to regular training.
- e. Local church community supports the school in developing collective worship.

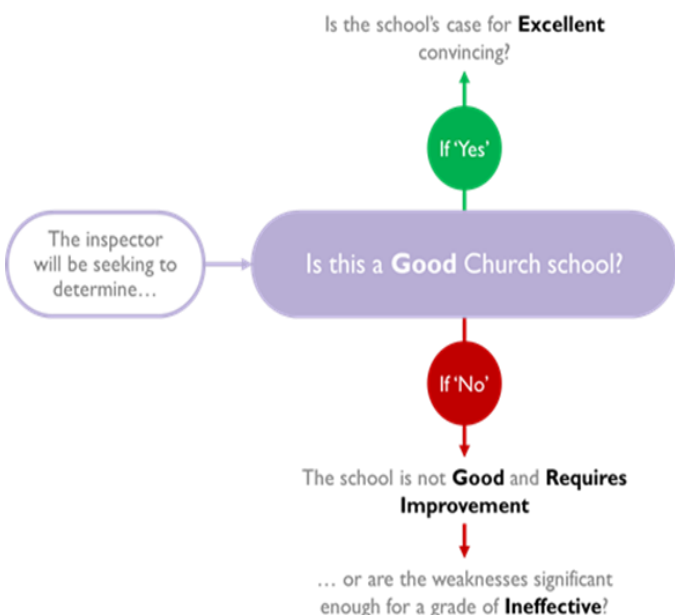
**Strand 7: The effectiveness of religious education**

- Pupils flourish through the provision of high quality religious education reflecting the *Church of England Statement of Entitlement*.
- Religious education expresses the school's Christian vision.

- a. RE provision reflects the Church of England Statement of Entitlement and develops religious literacy:
  - a. Christianity as a living world faith, exploration of core theological concepts using an approach that critically engages with text. Pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide.
  - b. Pupils develop knowledge and understanding of other major world religions and world views and their impact on society and culture.
  - c. RE gives pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions
- b. Teachers share effective practice locally and regionally and engage in professional development. There are rigorous and effective systems that enable teachers to know how and what pupils are learning in RE.

 How well do pupils make progress in RE as a result of a rich and engaging curriculum? **(In VA and former VA schools only)**

**An outline of the way that the inspector will approach the inspection:**



Using the self-evaluation, the inspector will start by seeking to decide if the evidence supports a grade of Good. The Good grade descriptors help to make this judgement and you should use a 'best-fit' approach. If the school is well beyond the Good grade descriptors, the inspector then considers if the school should be awarded the grade of Excellent. Please use the schedule itself when undertaking your self-evaluation – do not rely on this summary.

This summary does not cover the section on being **ineffective** as a Church School.

### Reporting:

The SIAMS SEF and report template have a box for the school's vision. Maximum of 50 words, *not including a Bible quotation*. A concise vision statement is needed and should be reflected in policies, procedures and the school website.

If Ofsted has judged a school to be requiring improvement or Inadequate within the twelve months preceding SIAMS inspection it is unlikely the school will receive a judgement of more than one grade higher in the SIAMS. If both collective worship and religious education are requiring improvement it is unlikely that the school could be Good overall.

**If leaders, including governors, cannot articulate how biblical teaching roots the school's vision, giving it coherence, relevance and sustainability, the school could not be good overall.**

In the case of a joint school, inspected under the SIAMS schedule, it will not be possible for the school to achieve a grading of good or better if it does not equally reflect the ethos of each of the religious bodies of its trust deed. So, for example, a joint Methodist/Anglican school must show that it reflects both Methodist and Anglican inspection priorities.

The inspector will award one overall grade for the school. In all schools, inspectors will also award a grade specific to the impact of collective worship. In **VA schools only** (and former VA schools) an additional grade will be given specifically for the effectiveness of RE. Maximum of 75 words for RE in VA Schools is written in the final report.

### **Useful documents from the Church of England to consider:**

- SIAMS Evaluation Schedule 2021
- Religious Education in Church of England Schools: A Statement of Entitlement
- Church of England Vision for Education: Deeply Christian, Serving the Common Good
- Mental Health and Wellbeing: Towards a Whole School Approach
- Valuing All God's Children

### **All of these are available on the ODBE and Church of England webpages:**

<https://www.odbe.org.uk/schools/siams/>

<https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections>