

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-evaluation audit tool: Vision Provision Impact

Introduction

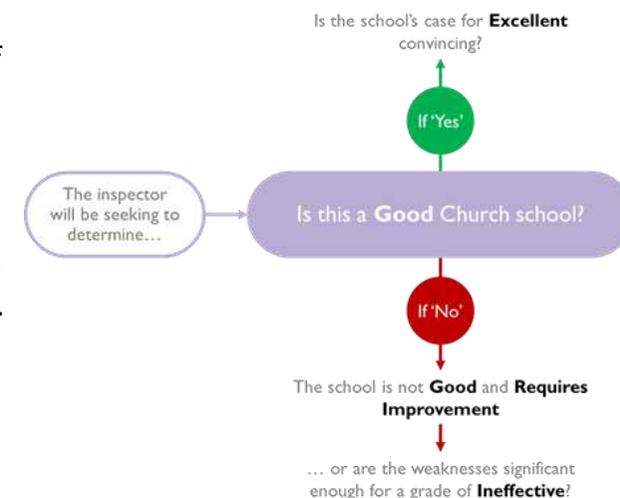
As part of the SIAMS process schools are expected to 'ensure that a robust and continuous (Church school) self-evaluation is in place'. This document is offered by the Church of England Education Office as a model which may be used, but schools are free to carry out their Church school audit (self-evaluation?) however they feel is appropriate for them. This audit tool is designed to be a **short summary** and record of the Church school self-evaluation work the school has done as part of its development as a Church school, it should not repeat information available elsewhere on websites or in other school documents. The seven strands provide a structure to follow. If information has been provided in one strand it does not need to be repeated in another. Detailed responses to every single question of each strand are not needed. Schools should pull ideas together using those questions, the focus should be on **actions** taken and the **impact** of those actions.

SIAMS seeks to answer the following 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?* When awarding a grade to the school the inspector will start by seeking to decide if the evidence supports a grade of Good. If yes, they will then be determining if the school's case for excellence is convincing.

In whatever way it is approached, the audit should have in mind the following three questions:

- Who we are as a school?
- Why we are here?
- How then do we live?

This will help the school to articulate its Christian vision. It will also help the school to articulate how this is reflected in the school's provision because it is a Church school, and how this impacts pupils and enables all to flourish.



It is the responsibility of leadership at all levels including the foundation governors, or equivalent in academy schools, to ensure the self-evaluation process happens. However, the whole school community should be involved. The views of pupils, parents and carers, the church and other community groups should be sought. It is recommended that the audit should be an ongoing process, a running summary, and not something that is left to the term before inspection. This will help reduce the workload of staff. The local diocese should be able to provide advice, training and support. When the school is called for inspection no further work should be done on the audit at that time, as part of in school inspection documentation it will be understood as working document that is 'in process' not a finished document.

Useful documents to consider:

- *Statutory Inspection of Anglican and Methodist Schools (SIAMS): An evaluation Schedule for Schools and Inspectors*
- [SIAMS Methodist Appendix](#)
- [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](#)

School website:

The school website will be the first thing any inspector will look at to find out about your school. We recommend that there is a dedicated page on your site covering what it means to your school community to be a Church school in your context. This should avoid the need to put descriptive detail in any audit material. This might include:

- A statement of your school vision and how it is distinctively Christian through reference to a Christian narrative, biblical text or theological ideas. Include any associated values.
- Relationships with your local church or churches and the mutually beneficial links these bring. This will include the role of church workers in school and the school's involvement in the life of the local church community.
- Links you have with charities and organisations that help you to encourage your pupils to be courageous advocates for change. Links with the local community including faith and belief communities.
- Any policies or documents that reflect your understanding of, and approach to, spiritual development.
- Details of what you are doing to support the mental health and wellbeing of both pupils and staff.
- Collective worship policies and practice. RE policy and practice should be with other curriculum subjects

This is not an exhaustive list and there would be many other exciting things happening at your school that you would want to include.

Vision: Who we are as a Church school? Why we are here?

Name of School:

URN:

Date and grade of last SIAMS inspection:

Date and grade of last Ofsted Inspection:

School context

This is an opportunity for you to provide a few bullet points to explain the context of your school. You may wish to comment on: School status (including any recent change in status, organisational set up and funding agreement) NOR, social and economic circumstances: staffing changes: pupils with disabilities / learning difficulties. This should be approximately 100 words

The vision of the school

This should be approximately 50 words

Data box:

SIAMS requires assurance that the school is meeting the academic needs of its pupils. A Church school should have a calling to the marginalised. Please include some detail about how groups of vulnerable of pupils (including the more able) are achieving in the school.

Outline **briefly headline** data for all key stages. The inspector will ask for your IDSR and refer to DFE 'compare my school data' so don't duplicate information to be found there

Support for vulnerable pupils: Who are your significant groups of vulnerable pupils and how is any gap between these pupils and others in the school diminishing?

Some additional information

Local church/parish involvement: Involvement of clergy	
What charities does the school currently support?	
Do you have links with other schools e.g. abroad?	
What RE syllabus do you use? Key support resources used for example Understanding Christianity	
Accreditation, awards and quality marks?	
Links with diocese for example service level agreements, secondments	

Policy checker:

The list below are policies that, if you have them, are likely to be relevant at a SIAMS. The list is not exhaustive. The inspector may ask for them to be available in school during the inspection but if they are on the school website this will support the smooth running of the inspection.

- Assessment and marking
- Behaviour/Anti-bullying
- Collective worship
- Equality and inclusion
- Mental health and wellbeing
- Religious education
- Relationships and Sex Education policy
- SEND
- SMSC and spiritual development

Provision and Impact: How then do we live?

Provision: What do you do because of your Christian vision? (Actions taken)

Focus on the 'Valued added' of being a Church school, point to the things that happen because it's a Church school. Explain how these things develop from your Christian vision.

Impact: How do you know it is working?

A summary of the evidence of impact and note of where further evidence might be found. Anecdotal, observations, pupil voice and views, visitor reports,

Strand I: Vision and Leadership

In developing vision and leadership in a Church school the school must evaluate:

- a) To what extent is the school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education?
- b) To what extent does your Christian vision shape school policies and church school development plans? How is priority given to collective worship and to religious education (RE)?
- c) How well do leaders ensure that the school's formal partnerships are supported, sustained and informed by the school's Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches.
- d) How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice?
- e) How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?
- f) Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?

Impact of actions taken in this area

Next steps:

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Strand 2: Wisdom, Knowledge and Skills

In developing Wisdom Knowledge and Skills in a Church school a school must evaluate:

- a) How effective is your school at meeting the academic needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs?
- b) How well does your school support all pupils in their spiritual development, enabling all pupils to flourish?

Impact of Actions taken

Next steps:

-

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

In developing character, a school must evaluate:

- a) To what extent does your school's vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices?

- b) Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask ‘big questions’ and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world? How effectively has the school explored and engaged in diocesan and other global companion/world church links?
- c) How well does the school community connect their ethical and charitable activities to their vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?

Impact of actions taken

Next Steps:

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Strand 4: Community and Living Well Together

In creating a community where all live well together a school must evaluate:

- a) To what extent does your school’s Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation? Is this reflected in the school’s behaviour, exclusion and attendance policies?
- b) How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

Impact of actions taken

Next Steps:

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Strand 5: Dignity and Respect

In creating a school environment built on dignity and respect a school must evaluate:

- a) How well does your school's Christian vision and associated values uphold dignity, [Valuing All God's Children](#) ensuring through its policy and practice the protection of all members of the school community?
- b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?
- c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and dignify others. (From 2020 onward)

Impact of actions taken

Next Steps

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Strand 6: The impact of collective worship:

In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate the extent to which worship:

- a) Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection
- b) Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist.

- c) Helps pupils and adults to appreciate the relevance of faith in today's world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language.
- d) Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.
- e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

Impact of actions taken

Next Steps:

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Do you think the impact of collective worship at (school name) is currently good

Yes/No

Strand 7: The effectiveness of religious education

In developing effective religious education, a school must evaluate the extent to which: -

- a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.
 - i. How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain's cultural heritage and the lives of people worldwide?
 - ii. How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture?
 - iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?
- b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

Impact of actions taken	
 How effective is RE teaching and learning in the school? (In VA and former VA schools only)	
Subject Strengths	
<ul style="list-style-type: none"> • 	
Next Steps	
<ul style="list-style-type: none"> • 	
 Based only on your monitoring of teaching and learning in RE is the effectiveness of RE in (school name) currently good	Yes/No
Overall Judgement: Do you think you have the evidence to demonstrate that (school name) is currently a good church school?	Yes/No