

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation Form (SEF): Vision Provision Impact

Introduction

Schools are asked to undertake their own self-evaluation to prepare for SIAMS. The principle of SIAMS, like most inspections, is that the inspector verifies the school's self-evaluation. Inspectors will ask schools to send them their self-evaluation when they contact the school. 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 self-evaluation however they feel is appropriate for them.

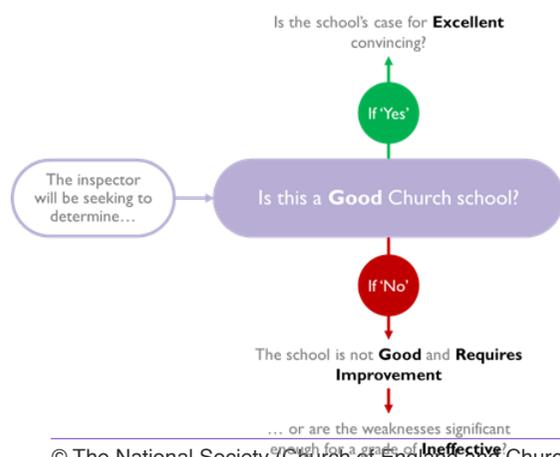
In whatever way it is approached, self-evaluation should have in mind the following three questions:

- Who are we as a school?
- Why are we 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.

This information will be the starting point of SIAMS which will seek 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 should be awarded the grade of Excellent. The school self-evaluation will be the starting point of that conversation. Schools are advised to avoid duplication. Do not rewrite information that can be found in planning or on websites, just give the link. 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. The focus should be on actions taken and their impact, not on description.

It is the responsibility of the foundation governors, or equivalent in academy schools, to ensure the self-evaluation process happens, however the whole school community should be involved in developing the SEF document. The views of pupils, parents and carers, the church and other community groups should be sought. Individuals, such as the religious education leader, might take the lead for certain sections but the finished SEF should be a corporate effort.

It is recommended that the development of the SEF should be an ongoing process and not one 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.

Overall the SEF should be seen as an audit tool for Church school improvement; an opportunity for the whole school community to reflect on its provision and seek ways to improve the way the school enables all pupils to flourish and be the best person God made them to be.

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*](#)

Vision

Who are we as a Church school? Why are we 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.]

Some additional information

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| 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 | |

The vision of the school

Max 50 words

[This will be used on the front of the inspection report as the school's stated vision.]

Data box:

SIAMS requires assurance that the school is meeting the academic needs of its pupils. If the school is 'below floor' please give some context. 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.

It would be helpful if you could attach your IDSR

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?

It would be helpful if you could attach your School Development Plan.

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.

- 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 go stem from your Christian vision.

Impact: How do you know it is working?

This should include evidence of impact. Anecdotal, observations, pupil voice and views, visitor reports and so on.

Strand 1: 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?

| Actions taken | Impact |
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| <p>How does the leadership ensure that the school's vision and values are grounded in theology and rooted in the Christian narrative?</p> <ul style="list-style-type: none"> • Inset? When? • Vision revisited? • Vision referred to regularly during staff and governors' meetings? • Values revisited? • Associated Biblical references displayed? <p>What opportunities are there for staff and governors to keep up to date with current thinking in church school education?</p> | |
| <p>Strand 1: Vision and Leadership</p> <p>In developing vision and leadership in a Church school, the school must evaluate:</p> <p>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)?</p> | |

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| <p>Actions taken</p> <p>Revision of policies? Development of new policies? SDP driven by the vision? In what ways have the governors and SLT used the vision to drive/inform school improvement? Who coordinates Collective Worship/RE? What training have they had? How are they kept up to date? What coordinator time do they have? Do RE and CW have action/development plans?</p> | <p>Impact</p> |
| <p>Strand 1: Vision and Leadership</p> <p>In developing vision and leadership in a Church school, the school must evaluate:</p> <p>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.</p> | |
| <p>Actions taken</p> <p>Who are you in partnership with? How does your vision affect your choice of partners? How have you made sure that your partners are aware of the school's vision? In what ways do you work in partnership with the local church?</p> | <p>Impact</p> |
| <p>Strand 1: Vision and Leadership</p> <p>In developing vision and leadership in a Church school, the school must evaluate:</p> <p>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?</p> | |

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| <p>Actions taken</p> <p>CPD? Induction programmes? Leadership Courses? Visits to other schools? Associate leadership posts?</p> | <p>Impact</p> |
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Strand 1: Vision and Leadership
 In developing vision and leadership in a Church school, the school must evaluate:

- 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?

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| <p>Actions taken</p> <p>How often do you work on your SIAMS SEF? Who is involved in completing the SIAMS SEF?</p> | <p>Impact</p> |
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Strand 1: Vision and Leadership
 In developing vision and leadership in a Church school, the school must evaluate:

- f) Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?

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| <p>Actions taken</p> <p>How have you met the recommendations for improvement highlighted in the previous SIAMS Inspection?</p> | <p>Impact</p> |
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Next steps:

Strand 2: Wisdom, Knowledge and Skills

In developing wisdom, knowledge and skills in a Church school, the school must evaluate:

- a) How effective is the 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?

Actions taken

Where is the vision in your curriculum?

Data?

Is your vision reflected in the data?

How and who have you identified as your vulnerable groups?

Interventions and sustainable systems in place?

SEND Policy?

Pupil premium spending?

Impact

- b) How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?

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| <p>Actions taken</p> <p>Prayer and reflection opportunities?</p> <p>Extra-curricular activities?</p> <p>Learning outdoors?</p> <p>Outdoor spaces?</p> <p>Trips?</p> <p>Breadth and variety of learning experiences?</p> | <p>Impact</p> |
| <p>Next steps:</p> | |
| <p>Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy</p> <p>In developing character, the school must evaluate:</p> <p>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?</p> | |
| <p>Actions taken</p> | <p>Impact</p> |

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| <p>How do you develop aspiration in all pupils? Learning mentors? Nurture groups? Buddy Systems? Reward systems? Growth mindset? Visitors in school?</p> | |
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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?

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| <p>Actions taken Where are Christian values highlighted and explored in your curriculum? Use of 'Big' questions across the curriculum? Pupil knowledge of world news? Local diocesan and global church links?</p> | <p>Impact</p> |
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c) How well does the school community connect its ethical and charitable activities to the school's vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice?

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| <p>Actions taken</p> <p>Which charities do you support and why? Do children understand the injustice that lies behind the need for these charities? How does your vision impact on your choice of charities to support? Regular fundraising activities? Connection between social action and Christian values/teaching? Fundraising or awareness raising?</p> | <p>Impact</p> |
| <p>Next Steps:</p> | |
| <p>Strand 4: Community and Living Well Together</p> <p>In creating a community where all live well together, the school must evaluate:</p> <ul style="list-style-type: none"> 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? | |

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| <p>Actions taken Behaviour management strategies? PHSE curriculum? Intervention to avoid exclusions? Attendance improvement strategies?</p> | <p>Impact</p> |
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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?

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| <p>Actions taken Initiatives and strategies to support good mental health for all? Learning mentors and nurture room? (don't repeat earlier content, decide which section you are going to include this in.) Staff wellbeing policy? How do you manage and monitor staff wellbeing and work life balance? How well do you care for the mental health and wellbeing of parents? School environment? Celebrating diversity and difference?</p> | <p>Impact</p> |
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Next Steps:

Strand 5: Dignity and Respect

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

- a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?

* See [Valuing All God's Children](#).

| Actions taken | Impact |
|---|---------------|
| Safeguarding policy? Equal Opportunities policy? SEN policy? Respect for all? Prevent strategies? | |
| b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity? | |

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| <p>Actions taken</p> <p>Where in the curriculum are there opportunities to understand respect and celebrate difference and diversity?</p> <p>School environment?</p> <p>Reading and library books?</p> <p>Special curriculum days?</p> <p>Celebrating a variety of festivals?</p> | <p>Impact</p> |
| <p>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 offer dignity to others. (From 2020 onward)</p> | |
| <p>Actions taken</p> <p>RSE Policy?</p> <p>Curriculum content?</p> <p>Resources in school?</p> | <p>Impact</p> |
| <p>Next Steps</p> | |

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

Actions taken

Prayer opportunities?
Planned and spontaneous?
Formal and informal?
Indoors and outdoors?
School Environment?

Impact

- 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.

Actions taken

Variety of worship experiences?
When? Who? Where? How?
Resources?
Visitors?
Church Services?
Anglican\Methodist traditions?

Impact

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| <p>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.</p> | |
| <p>Actions taken How do you ensure that the content of worship is relevant and engaging? Biblical content in worship? Ways in which pupils encounter the teachings of Jesus? How do you develop pupils’ understanding of the Trinity?</p> | <p>Impact</p> |
| <p>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.</p> | |
| <p>Actions taken Pupils – Planning? Who? Leading? When? Evaluating? How? Adults– Planning? Who? Leading? When? Evaluating? How? CPD Opportunities?</p> | <p>Impact</p> |
| <p>e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.</p> | |

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| <p>Actions taken Links with church? Church in school? School in church? How do you actively maintain a mutually beneficial partnership with the local church?</p> | <p>Impact</p> |
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Next Steps:

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.
 1. 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?

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| <p>Actions taken Particular RE Curriculum content Who do pupils meet? Historical and living people? Resources? Schools Celebrations eg The Queen’s Jubilee?</p> | <p>Impact</p> |
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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.

2. 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?

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| <p>Actions taken Particular RE curriculum content Resources? Visits and visitors? Special celebration/curriculum days?</p> | <p>Impact</p> |
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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.

3. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?

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| <p>Actions taken Use of big questions? Developing pupils' confidence to express views?</p> | <p>Impact</p> |
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b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

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| <p>Actions taken Cluster and hub groups? CPD Opportunities? Assessment set up according to the syllabus?</p> | <p>Impact</p> |
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How effective is RE teaching and learning in the school? (In VA and former VA schools only)

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|---|----------------------|
| <p>Actions taken Monitoring - How? When? Who? High standards and good progress</p> | <p>Impact</p> |
| <p>Subject Strengths</p> | |
| <p>Next Steps</p> | |

Making your case for excellence

This is an opportunity to talk about the exceptional practice that happens at your school. Those things that the school community is particularly proud of. Don't think of this as the top level of a grid but instead as an opportunity to highlight the innovative, imaginative and creative work your school does using the deeply Christian features of your school vision.

This should reflect the specific needs and context of your local community and should lead to the exceptional flourishing of groups within the school. It should go well beyond 'good'. There are no boxes to tick, just exceptional practice to identify. This may well look different from school to school.

Try and draw examples from across all seven of the strands.