

Ongoing 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 to aid in the effective gathering of relevant evidence.
- 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](#).

<p>School's theologically-rooted Christian Vision</p>	
<p>Inspection Conversations: Context</p>	
<p>Who are we? <i>(This factual information enables inspectors to understand the specific context of the school. No judgements are made on this information.)</i></p> <ul style="list-style-type: none"> • Is the school a Church of England, Methodist or joint denomination school? • Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation? • If a former voluntary controlled school does it, as an academy, provide denominational religious education? • What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll? 	

- Is the school an academy or a maintained school? Is the school part of a federation?
- How is school and trust leadership structured and organised? If part of a trust, what authority is delegated locally?
- What characterises the school’s pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And, what are the educational needs of pupils?
- What church and DBE/MAST partnerships does the school have?
- Does the school have any other links or partnerships?

What are we doing here?

(This information enables the inspector to understand the theological underpinning of the school’s Christian vision, the school/trust’s governance structures, its arrangements for religious education and collective worship, and its partnerships. This information informs the judgements that the inspector makes.)

- a) Considering the answers under ‘Who are we?’, what is the vision of the school and of the trust?
- b) How is the school’s vision a clearly-articulated theologically rooted Christian vision? How does the trust’s vision resonate with this?
- c) How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school’s context, and do they know how to respond to it theologically?
- d) Why have school leaders decided that the school should be a maintained school or an academy? How does this status enhance the effectiveness of the school as a Church school?
- e) As a result of the school’s Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?
- f) How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?

<p>g) What are the school's arrangements for collective worship? Why are these arrangements in place?</p> <p>h) How is religious education structured and organised? Why have these decisions been made?</p> <p>i) What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?</p> <p>j) What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?</p>	
<p>Inspection Questions (IQ)</p> <p>How then shall we live? <i>(This information is key to enabling inspectors to make evidence-based judgements.)</i></p>	
<p>Inspection Question (IQ)</p>	<p>Impact of provision and sources of evidence</p>
<p>IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?</p> <p>a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?</p> <p>b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?</p> <p>c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?</p> <p>d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?</p>	
<p>IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?</p>	

<ul style="list-style-type: none"> a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer? b) How is spiritual development an intrinsic part of the curriculum? c) How do leaders know that the curriculum is having the intended effect for pupils? d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged? e) How does being part of the trust enhance the school's curriculum? 	
<p>IQ3 How is collective worship enabling pupils and adults to flourish spiritually?</p> <ul style="list-style-type: none"> a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school? b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this? c) In what ways is the worship life of the school inclusive, invitational, and inspirational? d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality? How does this enhance and enrich collective worship and individuals' spiritual development? e) How does the trust contribute to and enhance the school's worship and spiritual life? 	
<p>IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</p> <ul style="list-style-type: none"> a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture? b) How do school policies and practice create a culture in which people's wellbeing is enhanced? 	

<p>c) How is enabling good mental health for all central to the school's work?</p> <p>d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?</p> <p>e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?</p>	
<p>IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?</p> <p>a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?</p> <p>b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?</p> <p>c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives?</p> <p>d) How does the trust make a positive impact on the culture of the school?</p>	
<p>IQ6 Is the religious education curriculum effective (with reference to the expectations set out in the Church of England's Statement of Entitlement for Religious Education)?</p> <p>a) How do school and trust leaders ensure that the provision, profile, and priority of religious education in all key stages reflect its place on the curriculum of a Church school?</p> <p>b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?</p> <p>c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?</p>	

The following Inspection Question only forms part of the inspection of voluntary aided and former voluntary aided schools, and of academies that were formerly voluntary controlled schools in which the trust board has decided that denominational religious education is taught.

Inspection of maintained voluntary controlled schools, and the vast majority of former voluntary controlled schools, will not address this Inspection Question.

IQ7 What is the quality of religious education in voluntary aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?

- a) What is the quality of teaching?
- b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?
- c) How does assessment inform teaching and learning?