



**Guidance for headteachers
governors and teachers of Church
of England schools on
Ofsted/SIAMS criteria for SMSC,
collective worship, religious
education and British values
September 2015**

Contents:

- Introduction 3
- The Church School of the Future 2012 4
- Inspection of collective worship and religious education 5
- September 2105 Ofsted handbook/SIAMS evaluation schedule 6
- Promoting British values as part of SMSC – Departmental guidance 2014 13
- Comparison of grade descriptors for SMSC in Ofsted and SIAMS 16
- Outstanding practice in SMSC 23
- Diagnostic check-list – how effective are we at SMSC, CW and RE? 24

1. Introduction:

This guidance supports the latest Ofsted Inspection Handbook August 2015 for inspections from September 2015. The new Ofsted schedule has been written in response to the Ofsted enquiry into the apparent shortcomings that were highlighted in some Birmingham schools and academies during 2014. Although none of the schools under scrutiny in Birmingham were Church of England schools, the latest requirements pertain to all schools in England and Wales.

The so-called 'Trojan Horse' enquiry highlighted issues to do with protecting children from possible extremism and ensuring that the curriculum is sufficiently broad that pupils will be equipped to live in modern Britain. Much of this new inspection guidance therefore seeks to ensure that schools offer children a broad, balanced and rich curriculum that will ensure that they understand core British values and learn to live with an appropriate appreciation of difference.

The new inspection framework also recognises and stresses the key role of spiritual, moral, social and cultural development, religious education and collective worship to ensure a secure breadth and balance of education that will offer children and young people a vision and understanding of Britain and the wider world as populated by diverse peoples.

This guidance seeks to reflect for Church of England schools how the new Ofsted requirements complement the existing SIAMS inspection framework. If schools have been incorporating the SIAMS requirements into their school improvement cycle, then there will be little or no extra work required to fulfil the RE, CW and SMSC requirements of the September 2015 Ofsted.

2. The Church School of the Future (March 2012)

- Distinctiveness must include a wholehearted commitment to putting faith and spiritual development at the heart of the curriculum
- The Christian ethos must permeate the whole educational experience
- The importance of clearly ascribed Christian values and their outworking in the life of the school is widely accepted
- High quality religious education and collective worship should continue to make a major contribution to the church school ethos
- Pupils should be enabled to engage seriously with and develop an understanding of the person and teachings of Jesus Christ
- Every child should be enabled to flourish in their potential as a child of God, as a sign and expression of the Kingdom. This is the heart of the Church's distinctive mission.

3. Inspection of religious education and collective worship:

Part 1 of the new Ofsted inspection handbook gives a detailed re-iteration of the legal status of RE and CW for all types of schools and academies, the implication being the RE and CW will be an element of the focus for inspection (see paragraphs 14-18)

If a school/academy is designated as having a religious character, then denominational RE, school ethos and the content of CE are inspected under section 48 of the Education Act 2005. The inspectors who conduct Section 48 are appointed by the school's governing body, or foundation governors in a foundation school.

In schools with a religious character, Section 5 inspectors may comment on educational issues such as the contribution of assemblies to pupils' personal and SMSC development, or the teaching of any subjects including RE.

In the case of schools where RE is being provided in line with the locally agreed syllabus, RE is inspected under Section 5 of the Education Act 2005 and the RE syllabus.

Extract from Ofsted Handbook August 2015

Schools with a religious character

The Secretary of State designates certain schools as having a religious character.

The content of collective worship and denominational education in such schools is inspected separately under section 48 of the Education Act 2005. Further details are provided in the Annex.

Inspection of religious education and collective worship

Schools with a religious character

If a voluntary or foundation school is designated as having a denominational religious character ('a school with a religious character'), then denominational religious education, the school ethos and the content of collective worship are inspected under section 48 of the Education Act 2005. Academies designated as having a religious character by the Secretary of State are inspected in an equivalent way by virtue of a provision in the academy's funding agreement. The inspectors who conduct section 48 inspections are appointed by the school's governing body or the foundation governors in a voluntary controlled school, having consulted with person(s) prescribed in regulations (normally the appropriate religious authority) where applicable. The inspectors are normally drawn from the relevant faith group's section 48 inspection service, although not all faith groups have their own inspectors organised in this way. Regulations specify that section 48 inspections must be conducted within five school years from the end of the school year in which the last section 48 inspection took place.

In schools with a religious character, section 5 inspectors must not comment on the content of religious worship or on denominational religious education (RE). Inspectors may visit lessons and assemblies in order to help them evaluate how those contribute to pupils' spiritual, moral, social and cultural development and their personal development, behaviour and welfare.

The relationship between section 5 and section 48 inspections is governed by a protocol between Ofsted and signatory faith group inspectorates.

Ofsted's lead inspector should check the section 48 arrangements and:

- if a section 48 inspection is occurring at the same time, the section 5 report, in the section on 'information about this school', should mention that a section 48 inspection also took place; the section 5 report should not use evidence from the section 48 inspection
- if a section 48 inspection has been carried out since the previous section 5 or short inspection, inspectors should inform themselves of any key issues raised but should not use its evidence in their own inspection
- if no section 48 inspection by a suitable person has taken place, the lead inspector should check the arrangements; if the governors have not arranged for a section 48 inspection, inspectors should conclude that they have failed to carry out a statutory responsibility and refer to this in the section 5 inspection report.

Voluntary aided (VA) schools, academies whose predecessor was a VA school, free schools, and entirely new academies	Voluntary controlled (VC)/ foundation schools and academies whose predecessor was a VC/foundation school
Section 5 inspectors do not inspect the content of denominational RE, but may visit the lessons and assemblies to evaluate teaching, spiritual, moral, social, cultural development, etc. They may also inspect any RE that is provided in line with the locally agreed syllabus following a request from parents.	Section 5 inspectors look at RE as part of the curriculum unless RE is provided in line with the designation following a request from parents.
Section 48 inspectors inspect the denominational content of RE, collective worship and the school's denominational ethos.	Section 48 inspectors inspect collective worship and the school's denominational ethos. Where the RE is provided in line with the designation, this will also be inspected by the section 48 inspectors.
Governors are responsible for deciding the content of the RE syllabus in line with the trust deed or designation. They may appoint all teachers on the basis of religious beliefs.	RE should follow the locally agreed syllabus unless parents request a denominational one. Governors may appoint up to 20% of teachers to teach the denominational curriculum.

Schools without a religious character

In the case of other maintained schools and academies where religious education (RE) is being provided in line with the legislation that underpins the locally agreed syllabus, RE is inspected under section 5 of the Education Act 2005.

These schools must conform to the legal requirements for non-faith schools:

- RE in maintained schools (except voluntary aided schools, those with specific trust requirements and voluntary controlled/foundation schools whose parents request denominational RE) should be based on the locally agreed syllabus prepared by the Agreed Syllabus Conference (ASC). The RE curriculum should reflect the fact that the religious traditions in Britain are, in the main, Christian while taking account of the teaching and practices of the other principal religions represented in Britain. It also means that a school or academy without a religious designation must not provide an RE syllabus (or any other) to pupils by means of any catechism or formulary that is distinctive of any particular religious denomination.
- Academies may, but are not required to, follow the locally agreed RE syllabus. Alternatively, they can devise their own syllabus, but it must be in line with the legislation that underpins the locally agreed syllabus as mentioned above. Academies without a defined religious character must provide collective worship that is 'wholly or mainly of a broadly Christian character'. Inspectors should note any requirements of the academy's funding agreement.
- A school can reflect the religious backgrounds represented in its community in its collective worship, as long as the majority of provision is broadly Christian.

Alternatively, the family backgrounds of some or all pupils may lead the headteacher and governing body to conclude that broadly Christian collective worship is not appropriate. The headteacher can apply to the local Standing Advisory Council for Religious Education (SACRE) to have the broadly Christian requirement disapplied and replaced by collective worship distinctive to another faith. The headteacher must consult the governing body before doing so. Academies need to apply to the Secretary of State via the Education Funding Agency (EFA).

Other observations

Inspectors must ensure that they observe pupils in a range of situations outside normal lessons to evaluate other aspects of behaviour and safety, for example:

- at the start and finish of the school day
- during lunchtime, including in the dining hall, and break or play times
- during assemblies and tutor periods
- when moving between lessons.

Part 2: The evaluation schedule –how schools will be judged

Judging overall effectiveness: the quality of education provided in the school

Inspectors must judge the **overall effectiveness** of the school; this is the **final and overarching judgement** and it is explained in the next section.

Inspectors should **first** make the key judgements on:

- the quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils.

Inspectors will then make the key judgement on the effectiveness of leadership and management.

Before making the final judgement on the overall effectiveness, inspectors must also evaluate:

- the effectiveness and impact of the provision for pupils' spiritual, moral, social and cultural development

The SIAMS Evaluation Schedule emphasis the achievement of the whole child in terms of academic and personal development together with well-being and SMSC development. The SIAMS **must** evaluate how effectively the Christian character supports the SMSC development of all learners.

SIAMS may take account of:

Spiritual, moral, social and cultural development

- a. the breadth of experiences available to all learners through curricular and extra-curricular activities
- b. how well the school offers opportunities for learners to reflect on and respond to beliefs, values and profound human experiences from a range of faith perspectives
- c. the extent to which the opportunities for spiritual, moral, social and cultural development are characterised by distinctively Christian values
- d. how well daily collective worship, religious education and other aspects of the curriculum enable learners to make informed choices which are based on Christian values
- e. the extent to which the school operates as a distinctively Christian community

As part of the collective worship judgement, inspectors may take account of:

1. The **central attributes of collective worship** and to what extent they:
 - a. develop the Christian vision and ethos of the school and contribute to the spiritual, moral, social, and cultural development of participants
 - b. ensure worship is relevant to the life experience of the whole school community
 - c. ensure worship is engaging, inspiring and transformative

Defining spiritual, moral, social and cultural development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

Christian values

- the extent to which the school's values are distinctively Christian in character, in addition to being shared human values
- the extent to which all members of the school community and particularly learners, can make links between the values and Biblical teaching
- the school's effectiveness in ensuring that Christian values make a significant impact on the lives of all members of the school community
- the extent to which learners are able to recognise that values are important to those of other faith traditions and those of none

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Relationships

- how well the school fosters positive relationships based on distinctively Christian values between all members of the school community
- how well members of the school articulate the link between their behaviour and Biblical teaching
- how well the school promotes personal self-esteem, good work attitudes and mutual support based upon its distinctively Christian values

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Understanding of and respect for diverse communities

- how well learners understand the role of the Christian church, particularly the Anglican/Methodist church, at a local, national and international level
- how well learners understand Christianity as a multi-cultural world faith
- to what extent learners understand and respect difference and diversity within local, national and global faith communities

Quality of leadership in and management of the school

Inspectors see a range of curricula across schools. Schools may develop their own curriculum to respond to the particular needs of their pupils and ensure that they all achieve their potential. Inspectors should verify that good teaching within a broad and balanced curriculum, accompanied by effective spiritual, moral, social and cultural development, is helping to prepare children and young people for life in modern Britain.

- the leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils
- whether leaders and governors have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important

- whether leaders have the highest expectations for social behaviour among pupils and staff, so that respect and courtesy are the norm
- the design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal, development, behaviour and welfare
- how well the school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith
- how well leaders and governors promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics¹), through their words, actions and influence within the school and more widely in the community

Inspectors should consider whether governors:

- carry out their statutory duties, such as safeguarding, and understand the boundaries of their role as governors
- ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain

The SIAMS Evaluation Schedule states that inspectors **may** take account of:

I. Christian vision

- how well an explicit Christian vision is articulated and implemented
- the impact of the Christian vision on the achievement of all learners including the effectiveness of leaders in helping learners to overcome educational, social and economic disadvantage
- how well leaders promote the well-being of all learners, particularly their spiritual, moral, social and cultural development, through a broad and distinctive curriculum in addition to worship and religious education

The behaviour and safety of pupils at the school

The evidence collected for this judgement also contributes to inspectors' evaluation of the school's promotion of spiritual, moral, social and cultural development.

- pupils' contribution and response to the culture of the school and how they conduct themselves, including: their respect, courtesy and good manners towards each other and adults, for example when moving around the school; and their understanding of how such behaviour contributes to school life, relationships, adult life and work

- types, rates and patterns of bullying and the effectiveness of the school's actions to prevent and tackle all forms of bullying and harassment; this includes cyber-bullying and prejudice-based bullying related to special educational need, sex, race, religion and belief, disability, sexual orientation or gender reassignment
- the effectiveness of the school's actions to prevent and tackle discriminatory and derogatory language – this includes language that is derogatory about disabled people, and homophobic and racist language

Quality of teaching in the school

The most important role of teaching is to promote learning and the acquisition of knowledge by pupils and to raise achievement. It is also important in promoting the pupils' spiritual, moral, social and cultural development.

It encompasses activities within and outside the classroom, such as additional support and intervention. The quality of teaching received by pupils who attend off-site alternative provision should also be considered and evaluated.

Achievement of pupils at the school

This section deals with academic achievement. Other, broader aspects of achievement, such as those reflected in the spiritual, moral, social and cultural development of pupils, are taken into account in the evaluation of other areas for which there are key judgements and when reporting on the overall effectiveness of the school.

The effectiveness of the early years provision: the quality and standards

Inspectors are required to report a numerical grade for the quality of education provided in the early years and write a section in the inspection report that summarises its effectiveness. Inspectors will judge the overall quality and standards of the early years provision, taking into account:

- how well the provision contributes to children's physical and emotional health, safety and well-being, including their spiritual, moral, social and cultural development

There may also be other relevant information that is in the public domain and reported in the press. Inspectors should therefore conduct a brief internet search as part of their pre-inspection planning to see whether there are any safeguarding or other issues - for example governance - that may need to be followed up during inspection. When evaluating the effectiveness of a school's safeguarding procedures, inspectors should also ask whether there have been any safeguarding incidents since the last inspection of the school. Inspectors should record the school's response.

Promoting fundamental British values as part of SMSC in schools

Departmental advice for maintained schools

November 2014

Through ensuring pupils' SMSC development, schools can also demonstrate they are actively promoting fundamental British values. *Meeting requirements for collective worship*, establishing a strong school ethos supported by effective relationships throughout the school, and providing relevant activities beyond the classroom are all ways of ensuring pupils' SMSC development.

Pupils must be encouraged to regard people of all faiths, races and cultures with respect and tolerance.

Schools should promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. This can help schools to demonstrate how they are meeting the requirements of section 78 of the Education Act 2002, in their provision of SMSC.

Through their provision of SMSC, schools should:

- enable students to develop their self-knowledge, self-esteem and self-confidence;
 - how well the school promotes personal self-esteem, good work attitudes and mutual support based upon its distinctively Christian values

- enable students to distinguish right from wrong and to respect the civil and criminal law of England;

- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely;

- how well daily collective worship, religious education and other aspects of the curriculum enable learners to make informed choices which are based on Christian values

- enable students to acquire a broad general knowledge of and respect for public institutions and services in England;

- how well learners understand the role of the Christian church, particularly the Anglican/Methodist church, at a local, national and international level

- further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;

- how well learners understand Christianity as a multi-cultural world faith

- encourage respect for other people; and
 - to what extent learners understand and respect difference and diversity within local, national and global faith communities
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

The list below describes the understanding and knowledge expected of pupils as a result of schools promoting fundamental British values.

- an understanding of how citizens can influence decision-making through the democratic process;
- an appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- an understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- an understanding that the freedom to choose and hold other faiths and beliefs is protected in law;
- an acceptance that other people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
 - how well learners understand the role of the Christian church, particularly the Anglican/Methodist church, at a local, national and international level
 - how well learners understand Christianity as a multi-cultural world faith
 - to what extent learners understand and respect difference and diversity within local, national and global faith communities
 -
- an understanding of the importance of identifying and combatting discrimination.

<p>Leaders, staff and pupils do not tolerate prejudiced behaviour.</p> <p><i>Behaviour and safety:</i></p> <ul style="list-style-type: none"> ■ Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school. ■ Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. ■ Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare. ■ Pupils work hard with the school to prevent all forms of bullying, including online bullying and prejudice-based bullying. ■ Staff and pupils deal effectively with the very rare instances of bullying behaviour and/or use of derogatory or aggressive language. ■ The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. ■ Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being. They have an age-appropriate understanding of healthy relationships and are confident in staying safe from abuse and exploitation. ■ Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society. 	<p><i>Behaviour and safety:</i></p> <ul style="list-style-type: none"> ■ The behaviour of learners is of the highest standard and relationships between all members of the school community are consistently attributed to the Christian character and values of the school.
<p>Good: <i>Overall effectiveness:</i></p> <ul style="list-style-type: none"> ■ Deliberate and effective action is taken to 	<p>Good: <i>Christian character:</i></p> <ul style="list-style-type: none"> ■ The school has a clear definition of

promote pupils' spiritual, moral, social and cultural development and their physical well-being.

Leadership and management:

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- The broad and balanced curriculum provides a wide range of opportunities for pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning. This supports pupils' good progress. The curriculum also contributes well to pupils' behaviour and welfare, including their physical, mental and personal well-being, safety and spiritual,

spirituality that is understood by most adults. Experiences are identified in the curriculum, which provide opportunities for learners to explore spirituality. Learners respond well and are developing the ability to express their thoughts and ideas clearly and with confidence.

- The Christian character and values of the school contribute to the SMSC development of learners.

Collective worship:

- Themes are relevant and pay close attention to learners' SMSC development. In response, learners take some action in the service of others.

Religious education:

- Learners readily recognise the importance of RE in their lives. It makes a positive contribution to their SMSC development and to the Christian character and values of the school.
- RE makes a good contribution to the Christian values of the school and to the learners' SMSC development.

Leadership and management:

- Leaders ensure that collective worship, RE and aspects of the curriculum are informed by distinctive Christian values that contribute to learners' good behaviour and attitudes together with their SMSC development.

moral, social and cultural development.

- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.

Behaviour and safety:

- Pupils are confident and self-assured. They take pride in their work, their school and their appearance.
- Pupils' attitudes to all aspects of their learning are consistently positive. These positive attitudes have a good impact on the progress they make.
- Pupils show respect for others' ideas and views.
- Pupils conduct themselves well throughout the day, including at lunchtimes.
- The school is an orderly environment. Pupils respond quickly to instructions and requests from staff, allowing lessons to flow smoothly and without interruption. Low-level disruption is rare.
- Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
- Parents, staff and pupils have no well-founded concerns about personal development, behaviour and welfare.
- Teachers and other adults are quick to tackle the rare use of derogatory or aggressive language and always challenge stereotyping.
- Teachers and other adults promote clear messages about the impact of bullying and prejudiced behaviour on pupils' well-being. Pupils work well with the school to tackle and prevent the rare occurrences of bullying.
- The school's open culture promotes all aspects of pupils' welfare. Pupils are safe and feel safe. They have opportunities to learn how to keep themselves safe. They

Behaviour and safety:

- Learners behave well and relationships between all members of the school community are generally linked to the Christian character and values of the school.

<p>enjoy learning about how to stay healthy and about emotional and mental health, safe and positive relationships and how to prevent misuse of technology.</p> <ul style="list-style-type: none"> ■ Pupils' spiritual, moral, social and cultural development ensures that they are prepared to be reflective about and responsible for their actions as good citizens. 	
<p>Requires improvement: <i>Overall effectiveness:</i></p> <ul style="list-style-type: none"> ■ Leadership and management are not yet good. <p><i>Leadership and management:</i></p> <ul style="list-style-type: none"> ■ Leadership and management require improvement because they are not good but are demonstrating the capacity to secure improvement in the school. <p><i>Behaviour and safety:</i></p>	<p>Satisfactory: <i>Christian character:</i></p> <ul style="list-style-type: none"> ■ There is some understanding of spirituality amongst the school's leaders. Opportunities for spiritual development are not always clearly identified in the curriculum or in other areas of school life. Consequently, learners' ability to respond to these experiences is at an early stage of development. ■ The Christian character and values of the school have a limited impact on the SMSC development of learners. <p><i>Collective worship:</i></p> <ul style="list-style-type: none"> ■ Themes support the school's core values, particularly in the area of moral development. Spiritual development may be more limited because planning for this is less focused. <p><i>Religious education:</i></p> <ul style="list-style-type: none"> ■ Learners have generally favourable views on RE and acknowledge its importance in their lives. RE contributes, although inconsistently, to learners SMSC development. ■ The RE curriculum offers some opportunities to enhance SMSC of learners. <p><i>Leadership and management:</i></p> <ul style="list-style-type: none"> ■ CW, RE and other aspects of the curriculum are based on Christian values but these values are present at an implicit level. As a result, whilst learners recognise the school as a church school, they are not always able to recognise the impact that this has on their SMSC development and well-being. <p><i>Behaviour and safety:</i></p> <ul style="list-style-type: none"> ■ The behaviour of learners is mostly good

<ul style="list-style-type: none"> ■ Pupils’ personal development and welfare are not yet good and/or behaviour in the school is not yet good. ■ Pupils are safe and they feel safe. 	<p>and relationships between all members of the school community are generally attributed to the Christian character and values of the school.</p>
<p>Inadequate: <i>Overall effectiveness:</i></p> <ul style="list-style-type: none"> ■ The judgement on the overall effectiveness is likely to be inadequate where any one of the key judgements is inadequate and/or safeguarding is ineffective and/or there are serious weaknesses in the overall promotion of pupils’ spiritual, moral, social and cultural development. <p><i>Leadership and management:</i></p> <p>Leadership and management are likely to be inadequate if one or more of the following apply.</p> <ul style="list-style-type: none"> ■ The unbalanced and poorly taught curriculum fails to meet the needs of pupils or particular groups of pupils. ■ The range of subjects is narrow and does not prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain. ■ Leaders are not taking effective steps to secure good behaviour from pupils and a consistent approach to discipline. ■ Leaders and governors, through their words, actions or influence, directly and/or indirectly, undermine or fail to promote equality of opportunity. They do not prevent discriminatory behaviour and prejudiced actions and views. 	<p>Inadequate: <i>Christian character:</i></p> <ul style="list-style-type: none"> ■ There is no clear understanding of spirituality among school leaders. The school has little idea of how to provide opportunities for spiritual development .Learners show little enthusiasm to engage and respond to experiencers for spiritual development and demonstrate a lack of ability to express their thoughts. <p><i>Collective worship:</i></p> <ul style="list-style-type: none"> ■ There is little to raise learners’ spiritual awareness or to directly inspire them in the service of others. <p><i>Religious education:</i></p> <ul style="list-style-type: none"> ■ Learners express negative views of RE and often fail to see its importance in their lives. RE makes a very limited contribution to learners’ SMSC development. ■ The RE curriculum makes a very limited contribution to the promotion of SMSC development. <p><i>Leadership and management:</i></p> <ul style="list-style-type: none"> ■ Self-evaluation strategies are insufficiently rigorous to bring about improvements in pupil achievement, well-being or SMSC development.

Behaviour and safety:

Behaviour and safety are inadequate if **any** one of the following apply:

- Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.
- A significant minority of pupils show a lack of respect for each other or staff and a lack of self-discipline. Pupils ignore or rebut requests from teachers to moderate their conduct. This results in poor behaviour around the school.
- Pupils show negative attitudes about the value of good manners and behaviour as key factors in school life, adult life and work.
- Attendance is consistently low for all pupils or groups of pupils and shows little sign of sustained improvement.
- A significant minority of pupils do not understand how and why to live healthy, positive lives both physically and emotionally.
- Incidents of bullying or prejudiced and discriminatory behaviour, both direct and indirect, are frequent.
- Pupils have little confidence in the school's ability to tackle bullying successfully.
- Pupils or particular groups of pupils are not safe or do not feel safe at school and/or at alternative placements.

Behaviour and safety:

- The behaviour of learners is often poor and relationships between some members of the school community fall short of what is expected in a church school.

Five suggestions for outstanding practice for SMSC:

1. Ensure all members of your school community can articulate what it understands as SMSC and can relate this to the school's overall purpose and ethos. (See the SIAMS grade descriptors for outstanding Christian Character.)

2. Ensure your school is clear as to where it is planning for and delivering SMSC - avoid a scattergun approach. RE, CW, PSHE and Citizenship and British values are areas that are of key importance.

"Schools should focus on a limited number of activities or approaches for the implementation of SMSC. Done well, these are likely to be more effective and more open to a critical evaluation than many spread too thinly to make any real difference."

3. The responsibility for the leadership of SMSC, RE and CW is clear, shared and held to account. Those responsible are given appropriate support through continuing professional development, and governor scrutiny and challenge.

4. There are clear lines of intelligent accountability and self-evaluation frameworks for SMSC, RE and CW. Ensure your school has a lead governor with responsibility for SMSC who liaises with school leadership, teachers and pupils to develop a system for monitoring and evaluating SMSC with realistic targets and an appropriate framework for analysing the effectiveness of any provision. (See the SIAMS grade descriptors for outstanding Leadership & Management.)

5. Build SMSC into the core life and work of your school as a tool for human flourishing. Include SMSC in reporting systems to parents and students and in teachers' performance management systems. Recognise and plan for SMSC as a tool for raising attainment and as a supporting strategy for closing attainment gaps.

**Ten top questions: a diagnostic check-list for governors and headteachers
– how effective is our school with SMSC, CW and RE?**

	Yes	No	Unsure
The quality of education provided in the school			
1. Is your curriculum rich, broad and balanced – is there unexplained narrowness in its breadth?			
2. Is there a teaching of and support for fundamental British values of democracy, the rule of law, individual liberty, and mutual respect for and tolerance of those with different faiths and beliefs?			
3. Do pupils have opportunities to engage in extra-curricular activities and volunteering within their local community?			
4. Are pupils being given opportunities to learn how to resolve conflicts effectively?			
5. Is there a balanced approach to the pupils' RE that is broadly Christian but takes into account the teaching and practices of other principal religions in Britain?			
The quality of leadership and management			
6. Does your school include a rounded programme of assemblies that help to promote pupils' SMSC, providing clear guidance on what is right and wrong?			
7. Do governors and the school promote tolerance of and respect for people of all faiths (and those of no faith), cultures and lifestyles – do they support through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain? (British values)			
The behaviour and safety of pupils at the school			
8. Are there safeguarding arrangements that include keeping pupils free from the dangers of radicalisation and extremism? Do these include checking and monitoring? (e.g. of external speakers at a school assembly?)			
9. Does the school have effective systems for monitoring and tackling all forms of bullying and harassment? (This includes cyber bullying, prejudice-based bullying related to SEN, sex, race, religion and belief, disability, sexual orientation or gender reassignment) Please see the recent document ' <i>Valuing All God's Children</i> ' (May 2014). From 2015, new SIAMS criteria for combatting bullying will be included as a performance indicator of an effective Church of England school.			
10. Does the school have effective systems for ensuring school culture where pupils conduct themselves with respect, courtesy and good manners and do they understand how such behaviour contributes to school life, relationships, adult life and work?			

Actions:

Yes: where is your evidence? Are there any further questions to ask about provision?

No: then this needs to be an action for development

Unsure: investigate further