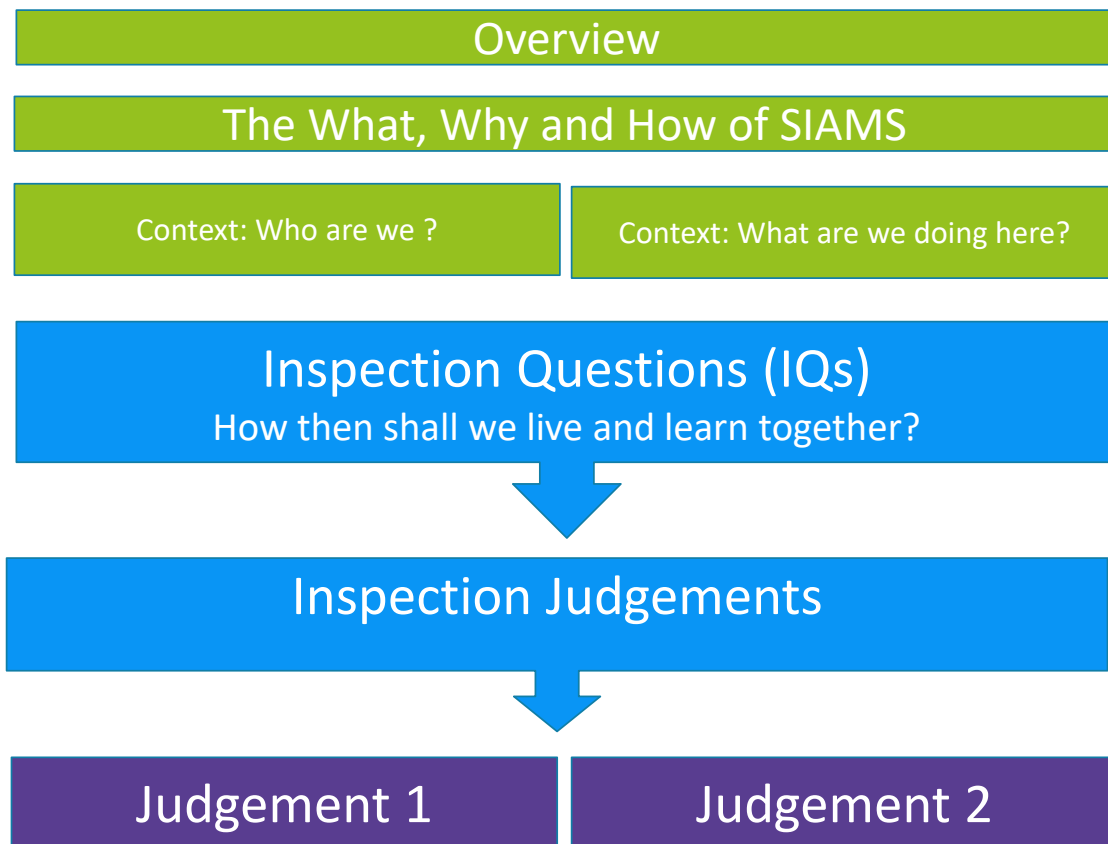


SIAMS Framework 2023



Overview

- SIAMS is the system of inspection employed by the National Society, on behalf of the Church of England to fulfil their legal obligations under section 48 of the 2005 Education Act.
- SIAMS makes judgements on religious education, collective worship, and pupils' spiritual, moral, social, and cultural (SMSC) education in Church of England and Methodist schools.
- These judgements combine to enable an evaluation of how schools, through their theologically rooted Christian vision, are living up to their foundation as Church schools, enabling people to flourish.
- SIAMS recognises and celebrates the specific contextual diversity of Church schools and their communities.
- SIAMS judgements are shared with the school community, the National Society, the Diocesan Board of Education (DBE), the church, and the Department for Education. This is so that all those who have an interest in the school can understand the extent to which, through its theologically rooted Christian vision, the school is living up to its foundation as a Church school.
- SIAMS provides a framework within which individual schools can answer for themselves three important questions:

Who are we? What are we doing here? How, then, shall we live and learn together?

It also provides an accountability mechanism for external judgement to be made on the same.

The What, Why, and How of SIAMS?

What must SIAMS do?

SIAMS must, in accordance with the law:

- i. make judgements and report on religious education
- ii. make judgements and report on collective worship
- iii. make judgements and report on pupils' SMSC education
- iv. make judgements on how, through its theologically rooted Christian vision, the school is living up to its foundation as a Church school, enabling people to flourish

Why must SIAMS do this?

SIAMS must do this because the Church has a:

- i. gospel-inspired obligation to seek fullness of life for pupils and adults in its schools
- ii. legal obligation to make judgements and report on religious education, collective worship, and pupils' SMSC development
- iii. moral obligation to hold leaders to account for whether, how, and to what extent a school's theologically rooted Christian vision and leadership are enabling people to flourish
- iv. duty to report on the above to those who have an interest in the school
- v. duty to make a positive contribution to the improvement of Church schools

How will SIAMS do this?

SIAMS will do this through its skilled inspectors who will:

- i. explore how leaders know and ensure that the school's theologically rooted Christian vision and the ensuing policies and practice are enabling it to live up to its foundation as a Church school.
- ii. hold conversations with school, members of staff, pupils, parents, and representatives of the DBE and local community, including, crucially, from the local church.
- iii. ask questions that are probing and open, enabling the school community to describe their context and their contextually appropriate, Christian-vision-driven decisions and actions.
- iv. scrutinise documentation, including, for example, self-evaluation, policies, plans, and pupils' religious education work, as part of the evidence-gathering process
- v. observe typical school life and relationships
- vi. evaluate evidence carefully, so that they are able to make fair and accurate judgements on the effectiveness of the school's Christian vision and leadership, holding leaders to account.

What must schools do?

Schools and trusts must provide convincing evidence of how:

- i. The school's work is driven by a contextually-appropriate theologically rooted Christian vision for education that reflects its foundation as a Church school, meets the needs of the school community, and enables people to flourish
- ii. **Leadership and governance** are appropriate and effective.

- iii. Collective worship reflects the school's Anglican foundation and enables the spiritual flourishing of those in the school community.
- iv. The school offers a religious education curriculum that:
 - meets legal requirements
 - reflects the Church of England's Statement of Entitlement for Religious Education
 - is effective

Why must schools do this?

Schools must do this because:

- i. they are required by law to facilitate the inspection.
- ii. they have a moral duty to provide an education that is shaped by a theologically rooted Christian vision that reflects the school's foundation and that enables people to flourish.
- iii. their involvement in the inspection process enables accurate judgements to be made
- iv. SIAMS inspection provides the school with the opportunity to tell the evidence-based story of its Christian-vision-driven work b)

How will schools do this?

Schools will do this by:

- i. ensuring that the school's everyday work is rooted in and driven by a context-specific theologically rooted Christian vision.
- ii. ensuring that they have a regular and meaningful relationship with the DBE, accessing expertise and support for Church school leadership, religious education, collective worship, SMSC education, and other aspects of their work as appropriate.
- iii. providing an inspector with brief and focused evidence of how the theologically rooted Christian vision enables the school to live up to its foundation as a Church school.
- iv. working with an inspector to arrange an inspection-day timetable that addresses the inspection lines of enquiry, enabling the inspector to hear the story of the school from a wide range of diverse groups from the school community.

Context of the School:

Who are we?

What are we doing here?

- o How do governance accountability and delegated authority in the school enhance the work of the school as a Church school? How do leaders know this?

Inspection Questions (IQ): How then shall we live and learn together?

IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

- a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican foundation of the school?

- 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?
- c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish? d)
- 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?

IQ2 How does the curriculum reflect the school's theologically rooted Christian vision?

- a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extracurricular 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?

IQ3 How is collective worship enabling pupils and adults to flourish spiritually?

- 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?

IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?

- 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?
- c) How is enabling good mental health for all central to the school's work?
- 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?
- e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?

IQ5 How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?

- a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?
- b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?



Holy Trinity CE Primary School
Believe • Achieve • Inspire •

- 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?
- d) How does the trust make a positive impact on the culture of the school?

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)?

- 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?
- b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?
- 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?

IQ7 What is the quality of religious education in voluntary aided schools?

- 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?

Inspection Judgements

Having evaluated the evidence made available under the seven IQs, the inspector will award the school one of the two following judgements.

Judgement 1: Through its vision and practice, the school **is** living up to its foundation as a Church school and is enabling pupils and adults to flourish.

Judgement 2: The school's vision and practice **are not** enabling it to fully live up to its foundation as a Church school.

This is for the following reason/s.

- a) School has not ensured that there is a theologically rooted Christian vision for the school that is enabling pupils and adults to flourish.
- b) School has not ensured that the curriculum reflects the school's Christian vision.
- c) School has not ensured that collective worship is enabling pupils and adults to flourish spiritually.
- d) School has not ensured that pupils and adults are treated well.
- e) School has not ensured that the school's Christian vision creates an active culture of justice and responsibility.
- f) School and trust leaders have not ensured that the provision, profile, and priority of religious education result in an effective curriculum.
- g) In a voluntary aided or former voluntary aided school, school has not ensured that the quality of teaching is good, and that pupils make at least expected progress.