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| Supporting a robust and continuous self-evaluation process to review the effectiveness as Church School.  A picture containing text, clipart  Description automatically generated  **Ask the Lord to bless your plans, and you will be successful in carrying them out. Proverbs 16:3** |

**Version 2: Updated September 2021** (In light of amendments to the SIAMS framework for the resumption of SIAMS inspections).

**LDBE: Supporting Whole School Self Evaluation**

**The purpose of this document**

The SIAMS evaluation schedule will grade the school on one 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?** There is an expectation within strand 1 of the SIAMS framework that governors ensure a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church School.

The SIAMS handbook also provides further detail about the expectation for a school self-evaluation process:

**Effective leadership will mean that schools have their own process in place for recording church school self-evaluation. These will have been developed for the benefit of the school not for the inspection.** Strong leaders will want to share this with inspectors. Effective self-evaluation will be focused on impact and will not be overly descriptive. A short summary of the school’s self-evaluation **of approximately two pages** is encouraged for SIAMS inspection purposes. Schools should recognise that there is no expectation that an inspector will analyse an excessively lengthy SEF in preparing a pre inspection plan (PIP). Self-evaluation may be submitted by the school in any format the school chooses.

In addition to this guidance, OFSTED also emphasises that is does not require schools to provide assessment or self-evaluation, other than that which is already part of the school’s business process however, under [***information that schools must provide by 8am on the day of inspection***](https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook#before-the-inspection)  it is noted that: schools must provide a summary of any school self-evaluation of equivalent.

This document is provided to present school leaders with a clear overview of SIAMS and OFSTED framworks, exploring how the focus of each inspection runs in parallel to the other. For each strand of the SIAMS inspection, the Ofsted focus that most closely correlates is also identified, alongside the Good grade descriptors for both.

Through comparing the SIAMS and OFSTED inspection focuses together, leaders may be able to identify the areas of strength of the school, and where further actions may need to be explored in relation to the inspection frameworks. This updated version of this document also takes into account a small number of tweaks that have been made to the 2018 SIAMS Schedule in 2021. These take into account of changes experienced by schools and education more generally. These are **identified in the SIAMS strands in orange** to draw leaders attention to where the Evaluation Schedule has been amended.

When the responses to the SIAMS and OFSED questions have been considered, the good grade descriptors may be used to form a best fit judgement. If there is a secure judgement of good, further exploration may then be needed to consider the aspects of excellent that form part of the provision for pupils.

At the end of each strand leaders are presented with opportunities to capture own their distinctive Christian vision informs the actions that are taken to lead to identified school improvements. Through considering the how the school’s vision, leads to appropriate provision and evaluation impact, or through the Ofsted lens of Intent, Implantation and Impact, a focused approach to evaluating both SIAMS and OFSED will be embedded.

It is important to note that this document does not include all aspects of the SIAMS and OFTED evaluation schedules, but aims to provide prompts and key questions that consider the key focuses of both documents. The questions may enable leaders to consider the evidence that is available in school and what the monitoring and evaluation that has taken place in school identifies.

Leaders may not wish to address all aspects of each strand, but rather focus upon the key aspects that have formed the development priorities that align with the vision and associate values of the school, and the actions that are the school priories needed to sustain and secure continued improvement for current pupils.

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| **Cycle of improvement** | **Considerations for evaluation** |
| **Vision** | The SIAMS evaluation schedule expects that leaders will develop a Christian vision that reflects its local context. The vision should be used to shape development plans and school policies, and inform the choice of local, national and educational partnerships.  In relation to school self-evaluation it may be useful for leaders to identify WHY key actions have been chosen. What aspects of evaluation lead to actions being chosen and how does the vision or subject intent aim to drive forward improvement?  What is the result that this action should achieve?  Why is this important? (To the pupils / school / focused group). |
| **Provision** | What are the key actions that have been taken to address the areas that needed to improve. What has been carried out so far, and what further actions may need to continue to secure and sustain improvement.  How clear are the actions that are described? Are they Specific, measurable, attainable, relevant and timed? |
| **Impact** | In order to best describe the impact emerging from the vision and provision of the school it may be helpful to consider key evaluative statements:  Because, as a result of, the consequence of this, on account of this, since, for the reason that, this has resulted in, arising form this, the outcome is, pupils have responded to, the evidence indicates, learning has moved forward because…  Do the impact statements identify sufficient levels of improvement against the initial vision (intent) and the provision that has been dedicated to specific improvement priorities? |

**SIAMS Evaluation Schedule**

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| **Strand 1**  **Vision and leadership** | **Strand 2**  **Wisdom knowledge and skills** | **Strand 3**  **Character development: Hope, Aspiration and courageous advocacy** | **Strand 4**  **Community and living well together** | **Strand 5**  **Dignity and respect** | **Strand 6**  **The impact of collective worship** | **Strand 7**  **The effectiveness of religious education** |
| Inclusive and distinctive Christian vision  Grounded in Theology and Christian narrative.  Policy  SDP  Partnerships  Future leaders  Self-evaluation  SIAMS recommendations | Meeting needs of learners curriculum and extra-curricular needs.  Academic and spiritual needs of the children to flourish.  Wisdom, knowledge and skills.  Support for vulnerable and additional learning or personal needs.  Progress close to national averages  Spiritual development distinguishable from moral, spiritual and cultural. | Character and moral development of all pupils.  Aspiration for themselves and hope for communities.  Social action and courageous advocates for change locally, nationally and globally.  Resilience and perseverance.  Overcome barriers.  Asking big questions. | Social and cultural development.  Practice of forgiveness and reconciliation.  Mental health and flourishing.  Relationships at all levels to disagree well and practice forgiveness and reconciliation/  Behaviour exclusion and attendance | Embraces difference where all can flourish.  Background or ability.  Value all God’s children.  Policy and proactive the protection of all members of school community.  Curriculum promotes difference and diversity.  RSE cherish themselves. | Spiritual growth, prayer, stillness, worship and reflection.  Varied liturgical traditions  Relevance of faith in todays world  Teachings of Jesus and the bible.  Christian belief.  Training for worship leaders (inc. clergy) | Provision of high quality religious education reflection the Church of England Statement of Entitlement  An expression of the school’s vision.  Pupils know and understand Christianity as a living world faith  Pupils know and understand major world religions and the impact of worldviews on society  Gives a safepace for reflection |

**Ofsted evaluation schedule**

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| Overall effectiveness | The quality of education | Behaviour and attitudes | Personal Development | Leadership and management |
| What is it like to attend this school?  Effectiveness of safeguarding.  Spiritual, moral, social, and cultural development of pupils.  Educational provision to meet needs of different pupils including SEND pupils. | Knowledge and skills  Social disadvantage  End points  Broad curriculum  Cultural capital  Disadvantaged and SEN pupils  Progress – Knowing more, remembering more and doing more.  Intent, Implement, Impact  Systematic progression  Understanding: Long-term memory  Staff CPD  Assessment for teaching and learning  First hand assessment of pupils work  Prepared for next stage of education | Safe, calm, orderly and positive learning environment.  Routines and expectations of behaviour for life.  High attendance and punctuality.  Positive, respectful and caring culture.  Pupils with particular needs for behaviour.  Culture, practice and CPD for behaviour.  Motivation and positive attitudes.  Bullying, discrimination and peer-on-peer abuse not accepted.  Exclusions. | Responsible, respectful active citizens.  British values democracy, individual liberty, rule of law, mutual respect and tolerance.  Pupils character – Personal traits, dispositions, and virtues – Qualities to flourish in society.  Equality of opportunity – thrive together celebrating difference.  Inclusive environment meeting needs of all pupils  Relationships and sex education Confidence, resilience and knowledge physically and mentally healthy  Spiritual, moral, social and cultural development  Online and offline risks | High expectations for staff and pupils.  Better outcomes for all pupils.  CPD leading to better teaching.  Coherent and consistent teaching.  Positive, parental engagement.  Workload and well-being of staff. High ambitions for hard to reach and pupil premium children.  Effective governance.  Distributed leadership models.  Governors Vision, ethos, strategic leadership, accountability and performance management, financial performance.  Equality act 2010 compliance.  Use of pupil premium  Off-site provision Inclusion  Safeguarding |

**Self-evaluation of Strand 2: Wisdom, Knowledge and skills.**

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| **SIAMS strand 2: Wisdom, Knowledge and skills.** | **OFSTED: The quality of education** |
| * How well the school’s staff and leaders apply their Christian vision **wisely and sensitively** to ensure curriculum and extra-curricular opportunities meet the **learning** and spiritual needs of all learners. | 194. A rounded view of education that a school provides to all its pupils, including the most disadvantaged pupils and pupils with SEND, considering the school’s curriculum, what is taught and what pupils need to know in total in each subject.  195. What extent does the school’s curriculum sets out the knowledge and skills that pupils will gain at each stage (Intent) and the way that the curriculum **developed or adapted by the school** is taught and assessed to support pupils to build and apply their knowledge as skills (Implementation), and what are the outcomes that pupils achieve as a result of the education they have received? (impact) |
| **SIAMS Evaluation strands** | **OFSTED Intent evaluation** |
| 2a. How effective is the school at meeting the **learning** 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?  2b. How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? | **Intent:**  196. In evaluating the school’s educational intent, inspectors will primarily consider the curriculum leadership provided by school, subject and curriculum leaders.  197. The judgement focuses on factors that both research and inspection evidence indicate contribute most strongly to an effective education in which pupils achieve highly. These factors are listed below.   * The school’s curriculum is rooted in the solid consensus of the school’s leaders about the knowledge and skills that pupils need in order to take advantage of opportunities, responsibilities and experiences of later life. In this way, it can powerfully address social disadvantage. * It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points. * The school’s curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and towards its clearly defined end points. * The curriculum reflects the school’s local context by addressing typical gaps in pupils’ knowledge and skills. Curriculum planning accounts for delays and gaps in learning that arise as a result of the pandemic. * The curriculum remains as broad as possible for as long as possible, including when delivered remotely. Pupils are able to study a strong academic core of subjects, such as those offered by the EBacc. * There is high academic/vocational/technical ambition for all pupils, and the school does not offer disadvantaged pupils or pupils with SEND a reduced curriculum. |

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| **SIAMS: Strand 2: Wisdom, Knowledge and skills** |
| The school has a broad and balanced curriculum which is shaped by its Christian vision, **an understanding of the peculiar circumstances within which it stands,**  and a recognition that each pupil is a unique individual. This ensures the rounded development of the whole child through **their learning** and spiritual development. Leaders use ethical arguments to justify making bold curriculum decisions to ensure pupils experience an exciting and relevant curriculum that enables them to **make progress in their learning and** flourish.  **School leaders and teachers explain how the Christian vision underpins curriculum decisions and ways in which learning is fostered, and they illustrate the positive impact that these decisions have on children and young people’s learning and development.** This includes pupils with special educational needs and disability (SEND) and the most able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, **and those who experience barriers when accessing learning** to flourish **and make progress in their learning.**  The school has a clear and secure understanding of spiritual development **of all,**  that is distinguishable from social, moral and cultural development. **Equally rich spiritual opportunities, regardless of age,** exist across the curriculum which enable pupils to develop curiosity through questioning that helps **adults and pupils** explore and articulate spiritual and ethical issues. Pupils value learning and enjoy questioning, listening and responding creatively across a range of subjects.  *If the impact of the school’s vision on pupil’s wisdom, knowledge and skills appears to fall short of this, an inspector may judge the school to require improvement or to be ineffective.* |
| **OFSTED: Intent** |
| * Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.] * The school’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about, and are making any necessary amendments in response to the pandemic.] * The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.] * Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders’ actions that they are in the process of bringing this about.] The school’s aim is to have the EBacc at the heart of its curriculum, in line with the DfE’s ambition where this applies, and good progress has been made towards this ambition. |

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| **Vision**  How do school leaders use the vision to shape the actions of the school development plan? | **Provision**  What actions are taken to provide a broad and balanced curriculum which is shaped by its Christian vision. | **Impact**  How effective is the school at meeting the needs of all pupils through curricular and extra-curricular opportunities? |
| **Intent**  Why have leaders chosen these specific actions and how will this improve the knowledge and skills pupils will gain? | **Implement**  How is the curriculum developed taught and assessed to support pupils in building their knowledge and apply their knowledge as skills? | **Impact**  What are the outcomes the pupils achieved as a result of the education that they have received? |
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| Next action points for development |

**Self-evaluation of Strand 2: Wisdom, Knowledge and skills.**

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| **SIAMS strand 2: Wisdom, Knowledge and skills.** | **OFSTED: The quality of education** |
| * How well the school’s staff and leaders apply their Christian vision **wisely and sensitively** to ensure curriculum and extra-curricular opportunities meet the academic and spiritual needs of all learners. | 194. A rounded view of education that a school provides to all its pupils, including the most disadvantaged pupils and pupils with SEND, considering the school’s curriculum, what is taught and what pupils need to know in total in each subject.  195. What extent does the school’s curriculum sets out the knowledge and skills that pupils will gain at each stage (Intent) and the way that the curriculum **developed or adapted by the school** is taught and assessed to support pupils to build and apply their knowledge as skills (Implementation), and what are the outcomes that pupils achieve as a result of the education they have received? (impact) |
| **SIAMS Evaluation strands** | **OFSTED Implement evaluation** |
| 2a. How effective is the school at meeting the **learning** 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?  2b. How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? | 207. In evaluating the implementation of the curriculum, inspectors will primarily evaluate how the curriculum is taught at subject and classroom level.  208. Research and inspection evidence suggest that the most important factors in how, and how effectively, the curriculum is taught and assessed are the following:   * Teachers have expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps in their knowledge so that pupils are not disadvantaged by ineffective teaching. * Teachers enable pupils to understand key concepts, presenting information clearly and encourage appropriate discussion. * Teachers check pupils’ understanding effectively, and identify and correct misunderstandings. * Teachers ensure that pupils embed key concepts in their long-term memory and apply them fluently. * The subject curriculum is designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory. It is sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clearly defined end points. * Teachers use assessment to check pupils’ understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts * Where remote education is in place, it is well integrated within course(s) of study, and is well-designed to support the wider implementation of the school’s curriculum. * Their approach to teaching remains rooted in evidence and the key elements of effective teaching. Teachers consider the most important knowledge or concepts pupils need to know and focus on these. Feedback, retrieval practice and assessment are prioritised. The medium for remote education enables all pupils to access lessons and learn. Teachers monitor pupils’ engagement and communicate effectively with parents and colleagues if there are concerns. |

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| **SIAMS: Strand 2: Wisdom, Knowledge and skills** |
| The school has a broad and balanced curriculum which is shaped by its Christian vision, **an understanding of the peculiar circumstances within which it stands,**  and a recognition that each pupil is a unique individual. This ensures the rounded development of the whole child through **their learning** and spiritual development. Leaders use ethical arguments to justify making bold curriculum decisions to ensure pupils experience an exciting and relevant curriculum that enables them to **make progress in their learning and** flourish.  **School leaders and teachers explain how the Christian vision underpins curriculum decisions and ways in which learning is fostered, and they illustrate the positive impact that these decisions have on children and young people’s learning and development.** This includes pupils with special educational needs and disability (SEND) and the most able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, **and those who experience barriers when accessing learning** to flourish **and make progress in their learning.**  The school has a clear and secure understanding of spiritual development **of all,**  that is distinguishable from social, moral and cultural development. **Equally rich spiritual opportunities, regardless of age,** exist across the curriculum which enable pupils to develop curiosity through questioning that helps **adults and pupils** explore and articulate spiritual and ethical issues. Pupils value learning and enjoy questioning, listening and responding creatively across a range of subjects.  *If the impact of the school’s vision on pupil’s wisdom, knowledge and skills appears to fall short of this, an inspector may judge the school to require improvement or to be ineffective.* |
| **OFSTED: Implement** |
| * Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise. * Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches. * Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas. * Any remote education is well integrated within course(s) of study, and is well designed to support the wider implementation of the school’s curriculum. * Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils. * Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. * The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge. * Reading is prioritised to allow pupils to access the full curriculum offer. * A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read. * The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning. * Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well. |

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| **Vision**  How do school leaders use the vision to shape the actions of the school development plan? | **Provision**  What actions are taken to provide a broad and balanced ambitious curriculum which is shaped by its Christian vision. | **Impact**  How effective is the school at meeting the needs of all pupils through curricular and extra-curricular opportunities?  How well does the school support all pupils in their spiritual development enabling all pupils to flourish? |
| **Intent**  Why have leaders chosen these specific actions and how will this improve the knowledge and skills pupils will gain? (including with remote teaching) | **Implement**  How is the curriculum developed or adopted by the school is taught and assessed in order to support pupils to build their knowledge and to apply that knowledge as skills | **Impact**  What are the outcomes the pupils achieved as a result of the education that they have received? |
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| **Next action points for development :** |

**Self-evaluation of Strand 2: Wisdom, Knowledge and skills.**

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| **SIAMS strand 2: Wisdom, Knowledge and skills.** | **OFSTED: The quality of education Impact** |
| * How well the school’s staff and leaders apply their Christian vision **wisely and sensitively** to ensure curriculum and extra-curricular opportunities meet the academic and spiritual needs of all learners. | 194. A rounded view of education that a school provides to all its pupils, including the most disadvantaged pupils and pupils with SEND, considering the school’s curriculum, what is taught and what pupils need to know in total in each subject.  195. What extent does the school’s curriculum sets out the knowledge and skills that pupils will gain at each stage (Intent) and the way that the curriculum **developed or adapted by the school** is taught and assessed to support pupils to build and apply their knowledge as skills (Implementation), and what are the outcomes that pupils achieve as a result of the education they have received? (impact) |
| **SIAMS Evaluation strands** | **OFSTED Impact evaluation** |
| 2a. How effective is the school at meeting the **learning** 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?  2b. How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? | **Impact:**  218: What is the impact of a well-taught curriculum? How well does this lead to learning more and so achieving good results?  How well do disadvantaged pupils and pupils with SEND acquire the knowledge and cultural capital they need to succeed in life?  How well are pupils making progress in that they know more, remember more and are able to do more. They are learning what is intended in the curriculum.  How well does all learning build towards an end point so that pupils are prepared for the next stage of their education, training or employment?  Are pupils in sixth form are ready for the next stage and are going on to appropriate, high-quality destinations.  How well are pupils able to read to an age-appropriate level and fluency?  National assessments and examinations are useful indicators of pupils’ outcomes, but they only represent a sample of what pupils have learned. Inspectors will consider any outcomes data, where this is available in published national data (this does not include teacher- or centre-assessed grades from 2020 and 2021), but it does not constitute a substitute for inspectors’ first-hand inspection activities. |

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| **SIAMS: Strand 2: Wisdom, Knowledge and skills** |
| The school has a broad and balanced curriculum which is shaped by its Christian vision, **an understanding of the peculiar circumstances within which it stands,**  and a recognition that each pupil is a unique individual. This ensures the rounded development of the whole child through **their learning** and spiritual development. Leaders use ethical arguments to justify making bold curriculum decisions to ensure pupils experience an exciting and relevant curriculum that enables them to **make progress in their learning and** flourish.  **School leaders and teachers explain how the Christian vision underpins curriculum decisions and ways in which learning is fostered, and they illustrate the positive impact that these decisions have on children and young people’s learning and development.** This includes pupils with special educational needs and disability (SEND) and the most able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, **and those who experience barriers when accessing learning** to flourish **and make progress in their learning.**  The school has a clear and secure understanding of spiritual development **of all,**  that is distinguishable from social, moral and cultural development. **Equally rich spiritual opportunities, regardless of age,** exist across the curriculum which enable pupils to develop curiosity through questioning that helps **adults and pupils** explore and articulate spiritual and ethical issues. Pupils value learning and enjoy questioning, listening and responding creatively across a range of subjects.  *If the impact of the school’s vision on pupil’s wisdom, knowledge and skills appears to fall short of this, an inspector may judge the school to require improvement or to be ineffective.* |
| **OFSTED: Impact** |
| * Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce. * Where available, impact is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact. * Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes. * Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. |

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| **Vision**  How do school leaders use the vision to shape the actions of the school development plan? | **Provision**  What actions are taken to provide a broad and balanced curriculum which is shaped by its Christian vision. | **Impact**  How effective is the school at meeting the needs of all pupils through curricular and extra-curricular opportunities? |
| **Intent**  Why have leaders chosen these specific actions and how will this improve the knowledge and skills pupils will gain? | **Implement**  How is the curriculum developed taught and assessed to support pupils in building their knowledge and apply their knowledge as skills? | **Impact**  What are the outcomes the pupils achieved as a result of the education that they have received? |
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| **Next action points for development** |

**Self-evaluation of Strand 3: Character development: Hope, Aspiration and Courageous Advocacy**

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| **SIAMS strand 3: Hope, Aspiration and Courageous Advocacy.** | **OFSTED: Personal Development** |
| * How well the school’s Christian vision supports the character and moral development of all pupils, giving them aspirations for themselves and hope for the communities of which they are a part, **including when circumstances are difficult.** * How well the school’s Christian vision inspires the whole school community to engage in social action and to be courageous advocates for change in their local, national and global communities. | 241: What is the school’s intent to provide for the personal development of all pupils, and what is the quality with which the school implements this work?  217. How does the school prepare pupils for their adult lives, teaching them how to engage with society and provide them with plentiful opportunities to do so? |
| **SIAMS Evaluation strands** | **OFSTED evaluation – Personal Development** |
| 3a. 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?  3b. 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?  3c. 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? | 243: How does the school develop responsible, respectful and active citizens who are able to play their part in public life as adults? How do pupils deepen their understanding of the fundamental British values?  How is equality of opportunity promoted to allow all pupils to thrive together, and celebrate difference with **an inclusive environment that meets the needs of all pupils?**  How is the pupil’s **character developed**… to give pupils the qualities they need to flourish in our society?  How is the confidence, resilience and knowledge of all pupils developed to allow them to keep mentally healthy?    How do pupils educated to recognise online and offline risks to their well-being **including the dangers of mobile technology and social media**?  In what ways do pupils develop their understanding of how to keep physically healthy, eat healthily?  What is the schools approach to developing pupils understanding of healthy relationships and relationship and sex education?  How effective are pupils supported to move to the next phase of education, training or employment so that pupils are equipped to make the transition successfully.  How effective is the school’s provision for spiritual, moral, social and cultural development? |

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| **SIAMS: Strand 3: Character development: Hope, Aspiration and Courageous Advocacy** |
| There is a demonstrable culture of aspiring to be the best you can be: the person God created you to be. Pupils say how the school’s Christian vision and associated values help them to make positive choices about how they live, **learn, approach different circumstances** and behave. Pupils say how the school’s Christian vision and associated values supports them in their learning.  Leaders ensure that there are opportunities across the school curriculum to explore many ‘big questions’ about life and to discuss and develop pupils’ understanding of disadvantage, deprivation and the exploitation of the natural world. Leaders demonstrate how spending decisions (where possible), fundraising, charity partnerships and social action projects reflect the school’s Christian vision. A demonstrable feature of the school is the way in which it encourages its pupils to think about **wider global society as** appropriate to context.  Pupils talk about ways to challenge injustice and inequality and take advantage of curricular and extracurricular activities to engage in social action projects. This goes beyond a sense of compassion to a concern for justice.  *If the impact of the school’s vision on attitudes and approaches to hope and aspiration appears to fall short of this, an inspector may judge the school to require improvement or to be ineffective.* |
| **OFSTED: Personal Development** |
| Good (2)   * The curriculum extends beyond the academic, vocational or technical and provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality. * The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. * The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. * The school provides a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests. Pupils appreciate these and make good use of them. * The school prepares pupils for life in modern Britain effectively, developing their understanding of 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 school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. * Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. * The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. * Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of the Baker Clause. The school provides good quality, meaningful opportunities for pupils to encounter the world of work. |

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| **Vision**  How does the Christian vision support the character and moral development of all pupils? | **Provision**  What opportunities have been planned across the school curriculum to look beyond themselves and ask big questions to think globally about life? | **Impact**  How do pupils respond and verbalise their engagement in curricular and extra-curricular activities and how the schools vision and associated values help them to make positive choices. |
| **Intent**  What is the schools intent to provide for the personal development of all pupils. | **Implement**  What quality opportunities are provided for the personal development of all pupils? | **Impact**  Ofsted will not attempt to measure the impact on individual children, but will see to evaluate the quality and intent of what the school provides. |
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**Self-evaluation of Strand 4: Community and living well together.**

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| **SIAMS strand 4: Community and living well together** | **OFSTED: Behaviour and attitudes** |
| * How well the school’s Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together. | 201: What is the approach of leaders and staff to create a safe, calm, orderly and positive environment in the school how does this impact on the behaviour and attitudes of the pupils? |
| **SIAMS Evaluation strands** | **OFSTED evaluation – Behaviour and attitudes** |
| 4a. 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?  4b. 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? | 227: How does the school establish a calm and orderly environment in the school and the classroom to allow children to learn?  How are routines and expectations for pupils established for the behaviour of pupils across all aspects of school life, not just in the classroom?  In what ways are attendance and punctuality focused on so that disruption to learning is minimised?  How do effective behaviour and attendance policies ensure that consequences are applied fairly and consistently by all staff for all children?  How do teachers and leaders engender motivation and promote positive attitudes to learning?  How does the culture of the school promote a positive and respectful approach to pupils where staff know and care about pupils?  How does the school environment ensure pupils feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur. |

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| **SIAMS: Strand 4: Community and living well together.** |
| Pupils are observed to behave well and relationships between all members of the school community are generally supportive. This is clearly attributed to the school’s vision and associated values by many. The school behaviour policy and other related policies coherently reflect the vision. Pupils have the opportunity to seek forgiveness and reconciliation and this is reflected in the school’s behaviour, exclusion and attendance policies and practice. When conflicts do arise, these are dealt with in a way which reflects the articulated Christian vision and associated values of the school.  There are planned curriculum opportunities to explore different points of view and pupils are given the skills they need to disagree well and to live with contradictory convictions. The school has in place effective systems for the early identification of issues connected to mental health and wellbeing. Policies support pupils with mental health difficulties making use of expert advice as needed. Pupils and adults feel confident to express their views and concerns and say they are listened to and are given opportunities to participate in school decisions.  *If the impact of the school’s vision on the ability of those in the school community to live well together appears to fall short of this, an inspector may judge the school to require improvement or to be ineffective.* |
| **OFSTED: Behaviour and attitudes** |
| Good (2)  * The school has high expectations for pupils’ behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils’ positive behaviour and conduct. Low-level disruption is not tolerated and pupils’ behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils’ behaviour. Staff make sure that pupils follow appropriate routines. * Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread. * There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs. * Pupils’ attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. * Pupils have high attendance, within the context of the pandemic. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action. * Fixed-term and internal exclusions are used appropriately. The school reintegrates excluded pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort (see [statutory guidance on school exclusion](https://www.gov.uk/government/publications/school-exclusion)). * Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. |

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| **Vision**  How does the schools Christian vision promote social and cultural development through the practice of forgiveness and reconciliation? | **Provision**  What actions do leader take to promote positive relationships, where the mental health and well-being of all are valued? | **Impact**  How do the views of all stakeholders reflect the impact of the school’s Christian vision on pupil behaviour and relationships in across the school community? |
| **Intent**  How do leaders cultivate a positive and respectful school culture to create a safe, orderly and respectful environment for pupils? | **Implement**  How are expectations, policies, routines and training delivered to all stakeholders to ensure that these are applied consistently and fairly by staff? | **Impact**  What is the impact of the school’s culture and associated policies, routines and training in the behaviour and attitudes of pupils? |
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| **Next action points for development :** |

**Self-evaluation of Strand 5: Dignity and Respect.**

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| **SIAMS strand 5: Dignity and respect** | **OFSTED: Personal development** |
| * How well the school’s Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect. | 241: What is the school’s intent to provide for the personal development of all pupils, and what is the quality with which the school implements this work?  217. How does the school prepare pupils for their adult lives, teaching them how to engage with society and provide them with plentiful opportunities to do so? |
| **SIAMS Evaluation strands** | **OFSTED evaluation – Personal development** |
| 5a. How well does the Christian vision and associated values **enable** dignity and value all God’s Children\*, ensuring through its policy and practice the protection of all members of the school community?  5b. How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?  5c. 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. | 243: How does the school develop responsible, respectful and active citizens who are able to play their part in public life as adults? How do pupils deepen their understanding of the fundamental British values?  How is equality of opportunity promoted to allow all pupils to thrive together, and celebrate difference with **an inclusive environment that meets the needs of all pupils?**  How is the pupil’s **character developed**… to give pupils the qualities they need to flourish in our society?  How is the confidence, resilience and knowledge of all pupils developed to allow them to keep mentally healthy?    How do pupils educated to recognise online and offline risks to their well-being **including the dangers of mobile technology and social media**?  In what ways do pupils develop their understanding of how to keep physically healthy, eat healthily?  What is the schools approach to developing pupils understanding of healthy relationships and relationship and sex education?  How effective are pupils supported to move to the next phase of education, training or employment so that pupils are equipped to make the transition successfully.  How effective is the school’s provision for spiritual, moral, social and cultural development? |

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| **SIAMS: Strand 5: Dignity and respect** |
| There is a demonstrable culture where all members of the school community, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation are welcomed and treated with dignity and respect as people created in the image of God.  Leaders are successful in ensuring that all curriculum areas encourage a respect for difference, diversity and ways of living. Pupils say that they feel safe to express their views without being made fun of in a culture of mutual respect. Pupils show respect for difference and staff will challenge any prejudicial behaviour and language, for example that which is racist, homophobic, biphobic, transphobic, sexist or denigrates pupils on grounds of ability or disability. There are effective procedures in place to ensure that pupils are protected from all types of bullying **or harassment** and that any incidents that do occur are dealt with effectively and are appropriately recorded. These policies are up to date, regularly reviewed and evaluated.  The school offers age appropriate and coherent relationships and sex education that reflects the school’s Christian vision and supports pupils to form healthy relationships.  *If the impact of the school’s vision on creating a culture that is characterised by dignity and respect for all appears to fall short of this, an inspector may judge the school to require improvement or to be ineffective.* |
| **OFSTED: Personal development** |
| **Good (2)**   * The curriculum extends beyond the academic, vocational or technical and provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality. * The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. * The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. * The school provides a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests. Pupils appreciate these and make good use of them. * The school prepares pupils for life in modern Britain effectively, developing their understanding of 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 school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. * Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. * The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. * Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of the Baker Clause. The school provides good quality, meaningful opportunities for pupils to encounter the world of work. |

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| **Vision**  How does the school vision create an environment that embraces difference and allows all pupils to flourish? | **Provision**  How does the school’s whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity? | **Impact**  How does the vision of this school impact on the ability for each individual to flourish, whatever their background, disability, ethnicity, gender, identity, learning difficulty, nationality, religion, or sexual orientation? |
| **Intent**  What is the schools approach to preparing pupils for their adult life, helping them to understand how to engage with society? | **Implement**  How do leaders ensure that pupils are provided with plentiful quality opportunities engage with society and prepare them for their adult lives? | **Impact**  Ofsted will not attempt to measure the impact on individual children, but will see to evaluate the quality and intent of what the school provides. |
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| **Next action points for development:** |

**Self-evaluation of Strand 6: Collective worship**

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| **SIAMS strand 6: Collective worship** | **OFSTED: Personal development** |
| * The ways in which collective worship is an expression of the school’s Christian vision. | 241: What is the school’s intent to provide for the personal development of all pupils, and what is the quality with which the school implements this work?  217. How does the school prepare pupils for their adult lives, teaching them how to engage with society and provide them with plentiful opportunities to do so? |
| **SIAMS Evaluation strands** | **OFSTED evaluation – Personal development** |
| 6a. Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection **whether they are engaged in learning in school or at home.**  6b. 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.  6c. 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.  6d. Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that leads to improving practice. Leaders of worship, including clergy, have access to regular training.  6e. Encourages local church community partnerships to support the school effectively in developing its provision for collective worship. | 220: What is the schools provision for the **spiritual development?**  How are pupils able to reflect on their own beliefs (religious or otherwise) and perspective on life?  In what ways do children gain knowledge of, and respect for, different people’s faiths, feelings and values?  How are pupils presented with opportunities to develop a sense of enjoyment and fasciation in learning about themselves, others ad the world around them?  When are pupils provided with opportunities to use their imagination and creativity in their learning?  How are pupils invited to reflect on their own experiences? |

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| **SIAMS: Strand 6: The impact of collective worship** |
| Worship is invitational offering everyone the opportunity to engage whilst allowing the freedom for those of other faiths and none to be present with integrity. All those who wish to be so are actively engaged in worship, **whether they are engaged in learning in school or at home.** Prayer is a natural and valued part of the culture of the school. It is not compulsory or forced. All those who wish to do so will have regular opportunities to pray and reflect. Pupils talk about the value of prayer and reflection both in formal and informal contexts and how being still and reflective in their own lives can be helpful. As appropriate to context, pupils speak of their personal use of prayer and reflection. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development.  Statutory obligations are met in context.  Worship is creative and pupils talk about how it often inspires them to action. It has variety, for example, involving music and liturgy, silence, story and reflection and, where appropriate, the Eucharist. Most staff and pupils talk about how worship causes them to reflect on their behaviour, values and attitudes. Worship ensures pupils develop an appreciation of the variety of elements and styles found in the diversity of liturgical and other traditions of the worldwide Anglican/Methodist Church and its diversity of expression within the UK. Worship provokes thoughtful and respectful responses from pupils. They are aware of the central importance of the Eucharist/Communion to Christian worship.  Planning for collective worship ensures that pupils have opportunities to encounter the teachings of Jesus and explore the relevance of his teaching in today’s world. Pupils talk about the meaning of the different elements of Christian worship including belief in the trinitarian nature of God.  An effective shared approach to planning allows appropriate opportunities for pupils to gather **(either face to face or online)**, engage and respond. The planning, monitoring and evaluation of collective worship involves a range of members of the community. Pupils are actively involved in this process, often taking a consultative role. Most leaders of worship, including clergy, have access to regular training.  The local church community is regularly involved in collective worship, providing practical support and encouragement.  *If collective worship falls short of being inclusive, invitational, and inspiring an inspector may judge it to require improvement or to be ineffective.* |
| **OFSTED: Personal development** |
| **Good (2)**   * The curriculum extends beyond the academic, vocational or technical and provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality. * The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. * The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. * The school provides a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests. Pupils appreciate these and make good use of them. * The school prepares pupils for life in modern Britain effectively, developing their understanding of 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 school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. * Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. * The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. * Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of the Baker Clause. The school provides good quality, meaningful opportunities for pupils to encounter the world of work. |

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| **Vision**  In what ways is the collective worship at this school an expression of the school’s Christian vision? | **Provision**  How is an inclusive, invitational and inspiring worship planned, lead and evaluated (leading to improved practive?) | **Impact**  How does the inclusive, invitational and inspiring worship impact on the contribution to pupil’s spiritual development? |
| **Intent**  How does the school’s vision and ethos provide for the spiritual development of pupils in this school? | **Implement**  What actions are taken to implement opportunities for pupils to reflect, to learn about themselves and others and use imagination and creativity in their learning? | **Impact**  What do pupils say and do about their spiritual and personal development as a result of opportunities provided by this school? |
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**Self-evaluation of Strand 7: The effectiveness of religious education**

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| **SIAMS strand 7: The effectiveness of religious education** | **OFSTED: Personal development (and strand 2 – Knowledge, wisdom and skills)** |
| * How effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the [*Church of England Statement of Entitlement*.](https://www.churchofengland.org/sites/default/files/2019-02/RE%20Statement%20of%20Entitlement%20for%20Church%20Schools.pdf) * How effective the school is in ensuring that religious education expresses the school’s Christian vision. | 216: What is the school’s intent to provide for the personal development of all pupils, and what is the quality of this work?  217. How does the school prepare pupils for their adult lives, teaching them how to engage with society and provide them with opportunities to do so? |
| **SIAMS Evaluation strands** | **OFSTED evaluation – Personal development** |
| 7a 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? 2. 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. 3. 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? 4. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?   7b Do teachers share effective practice locally and regionally and engage in professional development? **Are there rigorous and effective systems that enable teacher to know how and what pupils are learning in RE?**  VA only 7c How well do pupils make progress in RE as a result of a rich and engaging curriculum? | 220: What is the schools provision for the **spiritual development?**  How are pupils able to reflect on their own beliefs (religious or otherwise) and perspective on life?  In what ways do children gain knowledge of, and respect for, different people’s faiths, feelings and values?  How are pupils presented with opportunities to develop a sense of enjoyment and fasciation in learning about themselves, others and the world around them?  When are pupils provided with opportunities to use their imagination and creativity in their learning?  How are pupils invited to reflect on their own experiences? |

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| **SIAMS: Strand 7: The effectiveness of religious education** |
| Curriculum planning for RE is effective, reflecting a good balance between theology, philosophy and human science. Pupils are able to engage with religious text and theological ideas. They have developed age-appropriate skills of enquiry, critical analysis and interpretation. In this way well-constructed and coherent RE provision results in pupils who give an age appropriate thoughtful account of Christianity as a living and diverse faith with some reference to theological concepts.  Pupils demonstrate an informed and respectful understanding of a range of religions and worldviews. RE lessons provide a safe space for pupils to discuss religious, spiritual and/or philosophical ideas. Pupils explain ways in which their thinking has been challenged. Statutory obligations are met and RE is largely in line with the *Church of England Statement of Entitlement.*  The school leader of RE has put in place systems **that enable teachers to know what and how well pupils learn in RE. These in turn enable the creation of effective and ambitious curriculum plans.** Good practice is shared within the school and with other schools through involvement with local, national and regional groups. The school leader for RE has regular opportunities to share new ideas  and pedagogy so ensuring that all staff teaching RE do so with confidence and to a high standard.  **VA Only**  As a result of the rich and engaging RE curriculum, which takes account of up-to-date thinking and developments in the subject teaching and learning is consistently graded good through regular school monitoring (verified at inspection). As a result, pupils respond keenly, learning and progressing well this includes SEND and the most able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish academically in RE.  *If the effectiveness of religious education falls short of this, an inspector may judge it to require improvement or to be ineffective.* |
| **OFSTED: Personal development** |
| **Good (2)**   * The curriculum extends beyond the academic, vocational or technical and provides for pupils’ broader development. The school’s work to enhance pupils’ spiritual, moral, social and cultural development is of a high quality. * The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. * The school provides high-quality pastoral support. Pupils know how to eat healthily, maintain an active lifestyle and keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. * The school provides a wide range of opportunities to nurture, develop and stretch pupils’ talents and interests. Pupils appreciate these and make good use of them. * The school prepares pupils for life in modern Britain effectively, developing their understanding of 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 school promotes equality of opportunity and diversity effectively. As a result, pupils understand, appreciate and respect difference in the world and its people, celebrating the things we share in common across cultural, religious, ethnic and socio-economic communities. * Pupils engage with views, beliefs and opinions that are different from their own in considered ways. They show respect for the different protected characteristics as defined in law and no forms of discrimination are tolerated. * The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute positively to society. Pupils know how to discuss and debate issues and ideas in a considered way. * Secondary schools prepare pupils for future success in education, employment or training. They use the Gatsby Benchmarks, a framework that defines the best careers provision in schools and colleges, to develop and improve their careers provision and enable a range of education and training providers to speak to pupils in Years 8 to 13. All pupils receive unbiased information about potential next steps and high-quality careers guidance; the school meets the requirements of the Baker Clause. The school provides good quality, meaningful opportunities for pupils to encounter the world of work. |