**Come follow Christ in the footsteps of St Chad Come follow Christ in the footsteps of St Chad Come follow Christ in the footsteps of St Chad Come follow Christ in the footsteps of St Chad Come follow Christ in the footsteps of St Chad Come follow Christ in the footsteps of St Chad Come follow Christ in the footsteps of St Chad Come follow Christ**

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

**Simple and effective vision monitoring**

**using inspection frameworks.**

A picture containing text, clipart

Description automatically generated

A picture containing text, clipart

Description automatically generated**Introduction**

As a Church of England School, the inclusive and distinctive Christian vision is central to all aspects of school life. In implementing

an effective Christian vision, that is established and promoted by leadership at all levels, all pupils and adults should flourish.

The SIAMS Evaluation Schedule 2018 (amended 2021) explicitly expects governors to ensure that a **robust a continuous self-evaluation process** is in place that involves the school community in evaluating their effectiveness as a Church School. Leaders of Church Schools find themselves navigating two evaluation schedules, with an Ofsted Inspection handbook, and the SIAMS evaluation schedule. This may lead to a feeling that school leaders need to operate within two separate landscapes, and feel like the number of ‘plates to spin’ is doubled with two external inspection frameworks.

In order to provide one model of evaluation in a wider school context, this document aims to link the two inspection schedules so that monitoring and evaluation can be carried out with a clear focus. Without a clear focus, a well-intended evaluation activity may fragment into monitoring many separate aspects of the school’s work, without evaluating the original purpose of the session: **What is the effectiveness of this Church School? What is the impact of the School’s inclusive and distinctive Christian vision on the flourishing of the pupils and adults in this school?**

This document begins by exploring the how the vision and leadership of the school impacts upon Strand 2 – 5 of the SIAMS schedule. Each component of the ‘Good’ grade descriptors are focused upon. The OFSTED ‘good’ grade descriptors are then explored, to identify where the focuses of the different grade descriptors overlap with expectations that should be embedded in a good or better Church of England schools.

This will allow leaders to begin an evaluation activity by exploring the same question through the two different inspection frameworks:

* ***How well does the Christian Vision ensure that the curriculum and extra-curricular opportunities meet the academic and spiritual needs of all learners? (SIAMS) (All SIAMS wording will be identified in green)***
* ***How well does the Christian Vision ensure that the quality of education in this school meets the academic needs of all learners? (Ofted) (All Ofsted wording will be identified in blue)***

It is important to note, that ALL aspects of the Good judgements of the SIAMS Evaluation Schedule are used to form the basis of evaluation in this document. Not all Ofsted judgements are used. This document aims to identify how many of the action areas that lead to the best outcomes for pupils complement each other from the two inspection frameworks from the orientation of the SIAMS framework.

****It may be helpful for governors to work alongside leaders to identify how the monitoring and evaluation will be scheduled. One example of this, may be to explore one SIAMS strand each half term, and repeat this cycle, to evaluate the impact of any identified actions over time.

Once the focus has been set, leaders (both governors and school leaders) should work together, to use selected evidence to highlight where they feel the areas of strength are using the observations made in the evaluation session. It may be useful to identify these areas with a green highlighter. A yellow highlighter may be used, where leaders feel that further evidence is needed. Finally, a pink highlighter may be used to identify a key next step.

In order to support the evaluation process, a **monitoring evaluation template is provided at the end of this document**. The provided template at the end of this document will allow leaders to make brief suggestions or notes regarding their findings, which would be useful to use at the end of the evaluation session, to review what findings school leaders and governors have identified.

Over time, it is expected that the quality of monitoring and evaluation improves, and the focuses become further refined, owing to the key actions arising from previous monitoring and evaluation sessions. Crucially, improvement will only be sustained if the key actions identified from the monitoring are clearly disseminated, with appropriate CPD provided (where necessary) and key actions taken by all within a given timeframe. Likewise, it is important that the evaluation sessions involving governors are appropriately communicated into reports or meetings of the entire governing board, in order to ensure that all governors are clear that the vision and strategy used by the board is appropriate and effective, and that the allocation of resources are well managed, with leaders held to account for the impact of actions established from the vision of the school.

***SIAMS: Inspectors will grade the school the following 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?**

***OFSTED: Inspectors will explore how governors carry out the three core functions of governance***

**What is the clarity of the school’s vision, ethos and strategic direction and the impact on the decisions leaders make about the curriculum? (p.66)**

**A picture containing text, clipart

Description automatically generatedApproaches to monitoring and evaluation**

There are a wide variety of approaches that both leaders and governors may wish to explore together when planning their monitoring and evaluation approaches. The following tables offer **possible activities** that may be explored in order to answer a specific evaluation question. The questions provided are taken directly from the SIAMS evaluation schedule, however, the Ofsted school inspection handbook has also been used to suggest where sources of evidence specific to a strand of the framework may be useful.

It is also important to note that some of these approaches may not be compatible with the **three core statutory functions of governance,** as identified in the governance handbook, and leaders or governors may feel that a different approach is needed to ensure that any evaluation carried out by governors **enables strategic evaluation rather than operation evaluation**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Quality of education | Personal development | Behaviour and attitudes | Leadership and management |
| **Church of England Vision for Education and SIAMS: Wisdom, knowledge and skills**  **Possible sources of evidence to support monitoring and evaluation actions.** | **How effective is the school at meeting the learning needs of all pupils through the curriculum?**  Planning and document review of curriculum overviews.  SDP actions and impact review from achievement / progress data.  Data review – progress of current pupils. | **How well does the school support all pupils in their spiritual development enabling all pupils to flourish?**  Pupil voice session exploring spiritual development.  Staff voice session exploring understanding of spiritual development.  Learning environment walk exploring spirituality and ethical thinking and messages throughout the school. | **How effective is the school in identifying and supporting those who are vulnerable and who may additional learning have personal needs?**  Learning walk exploring pupils opportunity to question, listen, respond creatively and debate across the curriculum.  LSA discussion (group or individual), exploring supportive action of support assistants, including CPD and timetables for support. | **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.**  Planning and document review of curriculum overviews linked to vision. How does out vision influence our curriculum choice?  SENDCO and key workers discussion, exploring leadership priorities and actions to support vulnerable pupils and the impact of these actions. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Quality of education | Personal development | Behaviour and attitudes | Leadership and management |
| **Church of England Vision for Education and SIAMS: Hope and Aspiration**  **Possible sources of evidence to support monitoring and evaluation actions.** | **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.**  Observations of and interviews with pupils about their curriculum and their work produced.  Pupil discussions, exploring the impact on school values on character development and learning approaches. | **How well does the school’s Christian vision inspire the whole school community to engage in social action?**  Participation and evaluation of collective worship and the invitational, inclusive, inspirational nature of worship.  Observation of a school council (or equivalent, exploring the social action projects pupils engage in. | **To what extent does the school’s Christian vision and associated values develop aspiration in all pupils, giving them resilience to cope well and persevere to overcome barriers in their own learning and to make positive choices?**  Data review for behaviour, exploring trends and impact of interventions and actions taken by staff at all levels.  Learning environment trawl exploring the key strategies and messages to inspire resilience and perseverance linked to the school vision and values. | **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 understand they can challenge injustice?**  RE and CW discussion to explore recent impact of links at a local, national and global level.  Observation of Collective worship delivered by school leaders or worship team, exploring the ways this allows pupils to think about injustice and inequality. |
| **Church of England Vision for Education and SIAMS: Community and Living well together**  **Possible sources of evidence to support monitoring and evaluation actions.** | **How well does the school’s Christian vision promote social action and cultural development?**  Lesson visits, work scrunities or planning reviews to explore how pupils skills to disagree well are developed.  School council observation and discussion to explore how pupil views are listened to and communicated through school, to ensure that pupil views are acted upon. | **How well do leaders ensure that there is support for good mental health in children and adults?**  Documentary review to explore how behaviour and pupil interventions are used to identify, track and support pupils with mental health and the expert advice / intervention used in for pupils / staff (allowing for confidentiality and anonymity).  Document and lesson visits in subjects such as PSHE / Citizenship (Including relationship and sex education). | **To what extent does your school’s Christian vision and associated values underpin relationships at all levels in the school community.**  Governor playground duty / governor lunchtime and discussion with pupils about behaviour and safety.  Behaviour, exclusion and attendance Policy review (Including mental health), exploring through discussion, the impact of the policy with staff or children. | **How well do leaders ensure there is a sense of belonging in the school that embraces and celebrates difference?**  Staff, pupil and parent questionnaires to explore a specific focus.  Staff pupil and parent discussions, aiming to explore views from a range of different groups.  Informal ‘availability of governor listening ear’ at the start or end of a day, meeting and greeting pupils and parents at the school gate. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Quality of education | Personal development | Behaviour and attitudes | Leadership and management |
| **Church of England Vision for Education and SIAMS: Dignity and Respect**  **Possible sources of evidence to support monitoring and evaluation actions.** | **How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?**  Lesson visits, work scrunities or planning reviews to explore how pupils are encouraged to develop a respect for difference, diversity and different ways of living.  Staff, pupil and parent discussion to explore how the school offers age appropriate and coherent relationships and sex education that reflects the school’s Christian vision (including parent voice through initial consultation). | **How well does the school’s Christian vision create an environment that embraces difference where all pupil’s whatever their background or ability can flourish because all are treated with dignity and respect?**  A day in the life – A governor tracks the life of allocated pupil (from a distance) to explore what it is like to be a pupil here. A group of governors doing this across different year groups and pupil groups may form a strong evaluative picture.  Pupil discussion over lunchtime or break, exploring how the school’s vision supports difference and values all of God’s children. | **How well does the school’s Christian vision and associated values enable dignity and value all of God’s children?**  Policy and procedures evaluation exploring incidents of prejudicial behaviour and language, the actions taken (by whom) and the impact.  Collective worship observation and evaluation, exploring worship planning and policy to explore how difference and diversity is celebrated and embraced through collective worship approaches. | **How well does the school Christian vision and associated values, ensure that through its policy and practice the protection of all members of the school community?**  School environment walk, noting key messages (linked to the school’s values and vision) which encourage the safety and protection of the whole school community.  Statutory duties evaluation, through document review and leaders discussion, to explore fulfilment of the Equality Act and in relation to safeguarding. |

**A picture containing text, clipart

Description automatically generatedEvaluating strands of the schools Christian vision.**

|  |
| --- |
| School Vision: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Church of England Vision for Education and SIAMS: Wisdom, knowledge and skills** | | | |
| **OFSTED:**  **Quality of Education** | The school has a broad and balanced curriculum which is shaped by its Christian vision with **an understanding of the peculiar circumstances within which it stands.**  Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly the disadvantaged and including pupils with SEND, the knowledge and cultural capital they need in life. | The design of the curriculum ensures the rounded development of the whole child through their learning and spiritual development.  The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. | **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.**  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 | The curriculum has a positive impact on all pupils. 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.**  Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce. |
| **OFSTED:**  **Personal development** | There is clear evidence that each pupil is recognised as a unique individual.  The curriculum extends beyond the academic, vocational or technical, and provides for pupil’s broader 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 | The school has a clear and secure understanding of spiritual development **of all,**  that is distinguishable from social, moral and cultural development.  The school’s work to enhance pupil’s spiritual, moral, social and cultural development is of a high quality. | Pupils value learning and enjoy questioning, listening and responding creatively across a range of subjects.  The school provides pupils with meaningful opportunities to understand how to be responsible, respectful, active citizens who contribute to society. |
| **OFSTED:**  **Behaviour and attitudes** | Pupils value learning and enjoy questioning, listening and responding creatively across a range of subjects.  Pupils know how to discuss and debate issues and ideas in a considered way. |  | **OFSTED:**  **Leadership and management** | Leaders use the school’s vision to justify bold curriculum decisions that lead to an exciting and relevant curriculum where pupils **make progress in their learning and** flourish.  Leaders have a clear and ambitious vision for providing a high –quality education to all pupils. This is realised through strong, shared values, policies and practices. This vision has been maintained throughout the pandemic and beyond/during the transitional period. |

|  |
| --- |
| School Vision: |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Church of England Vision for Education and SIAMS: Hope and Aspiration (and courageous advocacy)** | | | |
| **OFSTED:**  **Leadership and management** | Pupils say how the school’s Christian vision and associated values support them in their learning.  Leaders have a clear and ambitious vision for providing a high –quality education to all pupils. This is realised through strong, shared values, policies and practices. This vision has been maintained throughout the pandemic and beyond/during the transitional period. | Leaders demonstrate how spending decisions (where possible), fundraising, charity partnerships and social action projects reflect the school’s Christian vision.  Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education. |  | |
| **OFSTED:**  **Personal development** | Leaders ensure that there are opportunities across the curriculum to explore many ‘big’ questions about life and to discuss pupils’ understanding of disadvantage, deprivation and exploitation of the natural world.  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. | 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.  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 talk about ways to challenge injustice and inequality and take advantage of curricular and extra-curricular activities to engage in social action projects. This goes beyond a sense of compassion to a concern for justice.  The curriculum and the school’s effective wider work support pupils to be confident, resilient and independent, and to develop strength of character. | |
| **OFSTED:**  **Behaviour and attitudes** | 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.  The school has high expectations for pupil’s behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupil’s positive behaviour and conduct. | There is a demonstrable culture of aspiring to be the best that you can be: the person God created you to be.  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. | **OFSTED:**  **Quality of Education** |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Church of England Vision for Education and SIAMS: Community and Living Well Together** | | |
| **OFSTED:**  **Quality of Education** | 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’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment |  |  |
| **OFSTED:**  **Behaviour and attitudes** | 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 has high expectations for pupil’s behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupil’s positive behaviour and conduct. | Pupils have the opportunity to seek forgiveness and reconciliation and this is reflected in the school’s behaviour, exclusion and attendance policy and practice.  Relationships amongst pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. | When conflicts do arise these are dealt with in a way which reflects the articulated Christian vision and associated values of the school.  The school has high expectations for pupil’s behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupil’s positive behaviour and conduct. |
| **OFSTED:**  **Leadership and management** | Pupils and adults feel confident to express their views and concerns and say that they are listened to and are given opportunities to participate in school decisions.  Leaders engage effectively with pupils… engagement opportunities are focused and have a purpose.  Leaders engage with staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload. This includes managing staff workloads proactively in response to COVID-19 and beyond/during the transitional period. | The school’s behaviour policy and other related policies coherently reflect the school’s Christian vision.  Leaders have a clear and ambitious vision for providing a high –quality education to all pupils. This is realised through strong, shared values, policies and practices. This vision has been maintained throughout the pandemic and beyond/during the transitional period. | 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 the use of expert advice as needed.  The school has a culture of safeguarding that supports effective arrangements to **identify** pupils who may need early help or… help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help and manage safe recruitment and allegations about adults who may be a risk to pupils. |

|  |
| --- |
| School Vision: |

|  |
| --- |
| School Vision: |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Church of England Vision for Education and SIAMS: Dignity and Respect** | | |
| **OFSTED:**  **Personal development** | 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.  Pupils engage with the 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 offers age appropriate and coherent relationships and sex education that reflects the school’s Christian vision and supports pupils to form healthy relationships.  The school provides high quality pastoral support. Pupils know how to maintain an active lifestyle, keep physically and mentally healthy. They have an age-appropriate understanding of healthy relationships. |  |
| **OFSTED:**  **Behaviour and attitudes** | 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 appropriately recorded. These policies are up to date, regularly reviewed and evaluated.  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. | 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.  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 ae not allowed spread. | Pupils say that they feel safe to express their views without being made fun of in a culture of mutual respect.  Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe. |
| **OFSTED:**  **Quality of Education** | Leaders are successful in ensuring that all curriculum areas encourage respect for difference, diversity and ways of living.  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. |  | **OFSTED:**  **Leadership and management** |

**A picture containing text, clipart

Description automatically generatedMonitoring and Evaluation template**

|  |
| --- |
| **School Vision:** |

|  |
| --- |
| **Focus for the monitoring and evaluation:** *(SDP / Strategy link)* |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Church of England Vision for Education and SIAMS: Wisdom, knowledge and skills** | | | |
| **OFSTED:**  **Quality of Education** |  |  |  |  |
| **OFSTED:**  **Personal development** |  |  |  |  |
| **OFSTED:**  **Behaviour and attitudes** |  |  |  |  |
| **OFSTED:**  **Leadership and management** |  |  |  |  |

**A picture containing text, clipart

Description automatically generated**

**Key areas for action following this monitoring and evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
| **Strengths of focus** | | **Areas for development** | |
|  | |  | |
| **What do leaders need to do next?** | **When will this be done?** | **What do teachers need to do?** | **Deadline for action / task completion** |
|  |  |  |  |

**How to follow up on the actions agreed**

|  |  |  |
| --- | --- | --- |
| **Method used to monitor and evaluate (Work sampling, pupil interview, learning walk)** | **When will next monitoring and evaluation take place?** | **Dissemination methods for monitoring** |
|  |  |  |