

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation Form (SEF): **Vision - Provision - Impact**

Introduction

Schools are advised to continually review and self-evaluate their deeply Christian character and its impact. This document provides a structure for recording these key findings as part of this process. SIAMS inspectors will ask schools to send them their self-evaluation when they contact the school. This document is a model which may be used but schools continue to be free to carry out their church school self-evaluation however they feel is appropriate for them. The principle of SIAMS, like most inspections, is that the inspector verifies the school's self-evaluation.

The self-evaluation is the starting point of SIAMS which seeks to answer the following overarching 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?

When making your self-evaluation judgements, start by seeking to decide if the evidence supports a grade of 'Good'. If yes, you will then be determining if the school should be self-evaluating as 'Excellent'. You do not need to re-write information that can be found in planning or on websites; rather just give the link. If information has been provided in one strand it does not need to be repeated in another. The focus should be on provision and especially on its impact, not on description. This document should be completed in conjunction with 'SIAMS - An Evaluation Schedule for Schools and Inspectors – April 2018'.

It is the responsibility of the foundation governors, or equivalent in academy schools, to ensure the self-evaluation process happens, however the whole school community should be involved in corporately developing the SEF document. The views of pupils, parents and carers, the church and other community groups should be sought. Individuals, such as the religious education leader, might take the lead for certain sections.

The local diocese is able to provide advice, training and support.

Useful documents to consider

- *Statutory Inspection of Anglican and Methodist Schools (SIAMS): An Evaluation Schedule for Schools and Inspectors*
- [SIAMS Methodist Appendix](#)
- [Religious Education in Church of England Schools: A Statement of Entitlement](#)
- [Church of England Vision for Education: Deeply Christian, Serving the Common Good](#)
- [Mental Health and Wellbeing: Towards a Whole School Approach](#)
- [Valuing All God's Children](#)

Commented [NR1]: It is important to emphasise that this whole document is offered by Salisbury Diocesan Board of Education as a model which may be used for a SIAMS SEF but schools are free to carry out their church school self-evaluation however they feel is appropriate for them. This document is based closely on the SIAMS SEF document produced by the Church of England Education Office but has been tailored by Salisbury Diocesan Board of Education to support schools by providing structure and model exemplification.

School details

Name of school	
School's URN	
Grade at most recent SIAMS Inspection	
Date of most recent SIAMS Inspection	
Grade at most recent OFSTED Inspection	
Date of most recent OFSTED Inspection	

Commented [NR2]: This section is self-explanatory.

School context

This is an opportunity for you to provide a few bullet points to explain the context of your school.

[You may wish to comment on: school status (including any recent change in status, organisational set up and funding agreement); NOR; social and economic circumstances; staffing changes; pupils with disabilities/learning difficulties.]

Commented [NR3]: This section is self-explanatory. Look at the 'school context' section of your current SIAMS Inspection Report to see the style and format in which the inspector will record this information!

Pupil outcomes

Please attach your IDSR and your most recent in-year progress data as reported to the governing body/shared with your school improvement partner.	
Please attach your School Development Plan.	
Who are your significant groups of vulnerable pupils and what is the relationship between the outcomes of these pupils and of all pupils nationally?	

Commented [NR4]: Wherever possible, please attach documents which you already have available rather than creating new documents! On the day that your school is informed of its SIAMS inspection, it is your responsibility to send all documents which need to be attached, along with your completed SIAMS SEF, to the inspector.

Diocesan Partnerships

Local church/parish involvement: Involvement of clergy	<ul style="list-style-type: none"> • Current focus of our partnership working is drawing on each others' expertise for mutual benefit. Our actions include members of the PCC joining worship crew as well as joint planning by school and parish team of journeys project. • Parish vicar leads CW in school once a week and school services in church 5 times a year. • School leaders attend annual Parish Strategy Evening. Here church and school explore ways that the school's vision is enhancing opportunities within the parish as well as evaluating the extent and impact of the school's work to further the Parish Strategic Plan. • Parish Church's Annual Charity is supported by school; a third of the profit from school Summer Fair is always donated to the charity and some CWs are based on the charity throughout the year.
Links with diocese, for example service level agreements, wider involvement	<ul style="list-style-type: none"> • Annual subscription to SDBE Partnership Service Agreement (PSA). • Attendance at key SDBE conferences for RE, CW and School Leaders. • Our Chair of Governors was asked by SDBE to provide support/ mentoring for a new Chair of a CE school in 2016-2017. • In 2015 our pupils were invited by SDBE to contribute prayers in Year 6 Diocesan Leavers' Service in Salisbury Cathedral.

Commented [NR5]: Bullet point your key diocesan partnerships!
It is fine to use 'RE' for 'Religious Education' and 'CW' for 'Collective Worship' throughout this document.

RE

What RE syllabus does the school use? Key support resources used, for example 'Understanding Christianity'	
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Commented [NR6]: Bullet points are perfect here!

Overall Self-Evaluation Grades

	Grade
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
The impact of collective worship The effectiveness of religious education <i>(RE - to be completed by VA schools and academies which were formerly VA schools only)</i>	

Commented [NR7]: These represent your overall judgements from this whole self-evaluation document.

VISION - WHO ARE WE AS A CHURCH SCHOOL?

The vision of the school

Record/represent the school vision as it is known in the school community.

[This will be used on the front of the inspection report as the school's stated vision.]

"You Are Loved; Let Your Light Shine"

To provide an inspirational environment, based on our Christian values, where individuals can excel and flourish academically, socially and emotionally, preparing them for life's journey.

Theologically centred on 'Love is patient and kind; it is not jealous or conceited or proud; love is not ill-mannered or selfish or irritable; love does not keep a record of wrongs; love is not happy with evil, but is happy with the truth. Love never gives up; and its faith, hope, and patience never fail.'

(1 Corinthians, 4-7).

Commented [NR8]: Please record this in the way which you do in school – this may be in words, pictorially or in a different format. The inspector reserves the right to represent this in a suitable format on the inspection report but it is very helpful to see and understand your school's actual representation of its vision.

The Christian values of the school

Record these if not already incorporated as part of the vision.

Our core Christian Values are lights which, together, make us 'Shine':

- L** – Love
- I** – Independence
- G** – Growth
- H** – Happiness
- T** – Trust

Commented [NR9]: This section is self-explanatory.

The vision of the MAT

If the school is in a MAT, also record/represent the MAT vision and values (if the MAT has these).

Commented [NR10]: This section is self-explanatory.

HOW THEN DO WE LIVE AS A CHURCH SCHOOL?

Strand 1: Vision and Leadership In developing vision and leadership in a Church school, the school must evaluate against points (a) – (f) on page 2 of 'SIAMS - An Evaluation Schedule for Schools and Inspectors – April 2018' (and listed below)
Provision and Impact
In this strand the following must be explored: <ul style="list-style-type: none">• How well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring its impact to ensure the school's original foundation is maintained.• How well the school lives out that Christian vision in relationships and partnerships with key stakeholders.
In developing vision and leadership in a Church school, the school must evaluate: <ul style="list-style-type: none">a) <u>To what extent is the school's vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education?</u>b) <u>To what extent does the school's Christian vision shape school policies and Church school development plans? How is priority given to collective worship and to religious education (RE)?</u>c) <u>How well do leaders ensure that the school's formal partnerships are supported, sustained and informed by the school's Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches.</u>d) <u>How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice?</u>e) <u>How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school?</u>f) <u>Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?</u>
Areas for development (if applicable)

Self-Evaluation (delete as appropriate) to support 'Overall Self-Evaluation Grades'			
Excellent	Good	Requires Improvement	Ineffective as a church school

Strand 2: Wisdom, Knowledge and Skills
In developing wisdom, knowledge and skills in a Church school, the school must evaluate against points (a) and (b) on page 5 of 'SIAMS - An Evaluation Schedule for Schools and Inspectors – April 2018' (and listed below)
Provision and Impact
In this strand the following must be explored:
<ul style="list-style-type: none"> How well the school's staff and leaders apply their Christian vision to ensure curriculum and extra-curricular opportunities meet the academic and spiritual needs of all learners.
In developing wisdom, knowledge and skills in a Church school, the school must evaluate:
a) <u>How effective is the school at meeting the academic 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?</u>
b) <u>How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?</u>
Areas for development (if applicable)
Self-Evaluation (delete as appropriate) to support 'Overall Self-Evaluation Grades'
Excellent Good Requires Improvement Ineffective as a church school

Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy
In developing character in a Church school, the school must evaluate against points (a) – (c) on page 7 of 'SIAMS - An Evaluation Schedule for Schools and Inspectors – April 2018' (and listed below)
Provision and Impact
In this strand the following must be explored:

- **How well the school's Christian vision supports the character and moral development of all pupils, giving them aspiration for themselves and hope for the communities of which they are a part.**
- **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.**

In developing character, the school must evaluate:

- 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?
- 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? How effectively has the school explored and engaged in diocesan and other global companion/world church links?
- 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?

Areas for development (if applicable)

Self-Evaluation (delete as appropriate) to support 'Overall Self-Evaluation Grades'

Excellent	Good	Requires Improvement	Ineffective as a church school
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Strand 4: Community and Living Well Together

In creating a community where all live well together, the school must evaluate against points (a) and (b) on page 9 of 'SIAMS - An Evaluation Schedule for Schools and Inspectors – April 2018' (and listed below)

Provision and Impact

In this strand the following must be explored:

- **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.**

In creating a community where all live well together, the school must evaluate:

- a) 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?
- ✓ 'Let All Lights Shine' is our positive relationships (behaviour) policy which totally reflects school vision with children awarded 'Light' points for positive behaviour and showing love to others. 'Light Of The Month' award for each class celebrates children whose attitudes and behaviour reflect the Christian values currently being explored in Collective Worship. Pupil survey shows 98% of children believe that relationships in school and on playground 'make me feel safe' and 95% of parents believe that the school's Christian values are 'making a positive difference to relationships both in and out of school'.
 - ✓ At heart of 'Let All Lights Shine' is the uncompromising belief that 'Love is patient and kind; it is not jealous or conceited or proud; love is not ill-mannered or selfish or irritable; love does not keep a record of wrongs; love is not happy with evil, but is happy with the truth. Love never gives up; and its faith, hope, and patience never fail.' (1 Corinthians, 4-7). When we talk of 'Love' being at the heart of our school, this should not suggest a place without challenge. Rather, we fundamentally believe that every person is worthy of love and should love others; consequently we expect the very best of them and of ourselves because we, and they, are worthy of the effort required to excel through challenge and support.
 - ✓ On the rare occasions that there is a fall-out between members of the school community, our 'Forgiveness Lights, Anger Hurts' peer mediation programme, centred on '1 Corinthians', helps everyone to resolve and to move on renewed. 'It really made me think about how unnecessary it is to fall out when there is so much more to celebrate than to argue about' was one pupil's response. 100% of fall-outs (17 in total) mediated by 'Forgiveness Lights, Anger Hurts' peers have been resolved in the last year. Peer mediators are trained; we use resources from 'The Forgiveness Project', which we have adapted to meet primary aged children's needs, to support this training. Now Year 6s lead this training and the peer mediation 'programme'. School Improvement Partner report (November 2017) said 'relationships are excellent; the school is a calm haven based on forgiveness and love'. Four other local schools, including one secondary school, have visited to observe and learn from our practice. One HT wrote, 'Thank you; your children have inspired us to aspire even higher with our own systems and structures'.
 - ✓ Attendance had fallen to 92% 3 years ago with persistent absence from some 'hard to reach' families. School identified that low self-esteem and fear of school based on personal experiences of some parents was a significant factor in this low attendance. Consequently school invested in a part time Pastoral Attendance Officer, Relate Counsellor and Play Therapist to work with targeted families. In addition many children are given bespoke work with our ELSA and Forest Schools leader. Of these 76% are in receipt of Pupil Premium. Of these children, 15 out of 18 now have 100% attendance, compared with 0 having more than 90% attendance three years' ago.
- b) 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?
- ✓ An ELSA, an ELSA with Mental Health Specialism ('Mental Health First Aider'), Play Therapist and Parent Support Adviser have been employed by school to support a range of identified needs. 10% of the school families have been supported by these staff who are known as the 'SHINE team'. Governors have prioritised funding to support this in the 'Bringing Our Vision Alive' school budget heading. 'I would not have got through some of my most tough times without the support of the SHINE

Commented [NR11]: The major focus here must be on 'Impact'.

Commented [NR12]: During an inspection, the inspector will judge the impact of the school's work in respect of each of the bullet-point statements which we have highlighted in red at the beginning of each strand. Within each strand these 'red' statements are followed by (a), (b), (c), etc. evaluation points. These evaluation points all link to the bullet-point statements.

We, therefore, advise schools to write each strand's self-evaluation using the (a), (b), etc. evaluation points as sub-headings as doing this ensures that the school supports the inspector in responding to the highlighted red bullet-point statements.

In doing this it is vital for schools to look at the language and expectations of the Grade Descriptors.

With regard to the Grade Descriptors:

- If the school self-evaluates as 'Good', the school will need to focus on the 'Good' Grade Descriptor when writing about each evaluation point.
- If the school self-evaluates as 'Requires Improvement', it is still important to focus on the 'Good' Grade Descriptor and to emphasise those elements of practice which are 'Good' while also explaining how the school is still working towards the aspirations of the 'Good' descriptor in other aspects of its work.
- If the school self-evaluates as 'Excellent' it is for the school to present evidence of impact which captures the essence that the impact of its work is 'better than good'. It is for schools to prove that they are 'excellent'.

Our advice is that schools record in bullet points below each evaluation point sub-heading.

Here we have indicated impact in green. There is no expectation that schools indicate impact in a different colour font; we have done this to emphasise the importance of capturing impact.

team. My children are very well supported and have become more confident with support from the school.' (Parent feedback, May 2018).

- ✓ Annually we celebrate Mental Health Awareness Day supporting Young Minds Awareness – children wear yellow to raise awareness; we hold a mindfulness worship for families and School Council organise a fund-raising event in partnership with the Parish Church 'Families' Group. Letter from charity - 'Your annual collection makes a real difference to our work. Thank you.' Comment from older sibling of a pupil, 'I find the school a safe place; thank you for supporting my brother and I to know that there are ways in which we can both get support and guidance.'
- ✓ Our monthly cross-generational circle meetings for children, parents, staff and governors (including vicar) are a relatively new initiative involving all stakeholder groups. These meetings provide an opportunity for everyone to share in decision making and to have their voice heard. Minutes of the meetings are taken by our oldest children. We have an intentional approach to democracy. This has been a natural extension of our well-embedded (3 years) use of P4C across the curriculum. Recent examples of impact are firstly the introduction of the 'Leave An Environmentally Friendly Legacy Footprint' project followed by the decision of the circle meetings to introduce food bank and uniform vouchers in return for leaving such a 'footprint'. To date 5% of school families have benefitted from this (8% of families are being targeted).
- ✓ Language of the month is promoted by our Inclusion Manager. Every first language of pupils is celebrated and children learn how to express forgiveness and reconciliation in each language. This has helped every child to know that they can safely express themselves and that they will be listened to – 'Everyone loves learning to speak in my language and I can speak words in everyone else's too; it is amazing!' (Year 2 EAL pupil).

Commented [NR13]: Please note that these, and all examples given in this 'model Section 4', are purely that, i.e. examples. There is no expectation that every school 'does' all of the things which are listed, and the SDBE is not saying that these are necessarily 'perfect things' to do. Rather we are simply exemplifying how the SIAMS SEF could be completed by schools.

It is helpful if schools can share some examples of how their work in each Stand is woven across the curriculum and all aspects of school life, e.g. if the school is involved in Restorative Ethos, the impact of this across school life can be exemplified. Again, Restorative Ethos is not an 'expectation' but an 'exemplification'!

Commented [NR14]: This section is self-explanatory.

Commented [NR15]: Emphasising the aspirational 'grade' is helpful for the school and for the inspector.

Commented [NR16]: It is helpful for the school to state the intended impact of each Area For Development.

Commented [NR17]: This is the school's self-evaluation for this strand. This will help to inform the 'Overall Self-Evaluation Grades' earlier in the SIAMS SEF.

Commented [NR18]: The self-evaluation grade is boldened and highlighted.

Areas for development (if applicable)

To be 'excellent':

- ✓ To develop further links with the church so that, at times of potential conflict for adults, there is support available from the church for those who wish.
- ✓ To develop the exclusion policy to fully reflect the aspirations of the school's vision and values.
- ✓ To develop our 'Play Therapy' work to the on-site nursery in order to ensure early intervention.
- ✓ To further embed and develop the format, and consequently the impact, of the 'Circle Meetings'. Partnership work with another school where this concept is already established has been scheduled over the next year.

Self-Evaluation (delete as appropriate) to support 'Overall Self-Evaluation Grades'

Excellent **Good** Requires Improvement Ineffective as a church school

Strand 5: Dignity and Respect

In creating a school environment built on dignity and respect, the school must evaluate against points (a) – (c) on page 11 of 'SIAMS - An Evaluation Schedule for Schools and Inspectors – April 2018' (and listed below)

Provision and Impact

In this strand the following must be explored:

- **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.**

In creating a school environment built on dignity and respect, the school must evaluate:

- How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community? (* See 'Valuing All God's Children')

b) How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity?

c) 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. (From 2020 onward)

Areas for development (if applicable)

Self-Evaluation (delete as appropriate) to support 'Overall Self-Evaluation Grades'

Excellent Good Requires Improvement Ineffective as a church school

Strand 6: The impact of collective worship

In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate against points (a) – (e) on page 13 of 'SIAMS - An Evaluation Schedule for Schools and Inspectors – April 2018' (and listed below)

Provision and Impact

In this strand the following must be explored:

- **The ways in which collective worship is an expression of the school's Christian vision.**

In developing collective worship that is inclusive, invitational and inspiring the school community needs to evaluate the extent to which worship:

- Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection.
- 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.
- 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.
- Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training.

- e) Encourages local church community partnerships to support the school effectively in developing its provision for collective worship.

Areas for development (if applicable)

Self-Evaluation (delete as appropriate) to support 'Overall Self-Evaluation Grades'

Excellent Good Requires Improvement Ineffective as a church school

Strand 7: The effectiveness of religious education

In developing effective religious education, all schools must evaluate against points (a) – (b) on page 15 of 'SIAMS - An Evaluation Schedule for Schools and Inspectors – April 2018' (and listed below)

Provision and Impact

In this strand the following must be explored:

- **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.**
- **How effective the school is in ensuring that religious education expresses the school's Christian vision.**

In developing effective religious education, a school must evaluate the extent to which:

- a) Through effective curriculum planning, RE provision reflects the Church of England Statement of Entitlement, or Methodist equivalent, develops religious literacy and meets statutory obligations.
 - i. 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? 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?
 - ii. 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?
 - iii. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and/or philosophical convictions?

Commented [NR19]: VA and VC schools, and formerly VA or VC schools now academies, must self-evaluate against points (a) and (b) within Strand 7.

b) Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment?

VA ONLY **VA and former VA schools only** must evaluate **how effective RE teaching and learning are in the school** against point (c) on page 15 of 'SIAMS - An Evaluation Schedule for Schools and Inspectors – April 2018' (and listed below)

Commented [NR20]: Section (c) within Strand 7 is just for VA schools and academies which were previously VA schools.

Provision and Impact

c) How effective is RE teaching and learning in the school?

Areas for development (if applicable)

Self-Evaluation (delete as appropriate) to support 'Overall Self-Evaluation Grades'

Excellent Good Requires Improvement Ineffective as a church school