



THE CHURCH
OF ENGLAND
EDUCATION OFFICE



The **Methodist** Church



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Deeply Christian, Serving the Common Good

Vision, Provision and Impact

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Glossary

School's vision - the school's Christian vision and associated Christian values. The school's vision should be specific to the school's particular context and foundation. It should also take into account the [Church of England Vision for Education](#) and/or Methodist principles as well as any diocesan vision for education.

Leaders - all those involved in the strategic development and implementation of the school's progress as a church school including the headteacher, the senior leaders of the school, middle leaders and school governors/academy directors/ federation executives. MAT leaders including CEO's.

Whole school community - pupils, school leaders, school governors/academy directors, staff (including all support staff), parents and all those in the local community involved in the school.

Local church community - the Anglican Church connected to the school, other local churches and the diocese. In the case of the Methodist church, other churches and circuit. If the local church connected to the school is unable or unwilling to offer the support required by the school, it is the responsibility of the school to make sure it seeks support from the diocese or wider Methodist community.

Formal Partners - may include the diocese/circuit, the local church and deanery, a multi academy trust, a federation of schools, school to school relationships (including with schools in other countries), early years settings, local authority and children's services, CAMHS.

Informal partners - the local community, including parents.

Companion links - international diocese to diocese link, overseas schools links, inter diocesan links and inter regional.

The Grade descriptors: We have developed a 'good' exemplar which seeks to describe what is expected of most Church schools and an 'excellent' exemplar which seeks to describe outstanding practice in addition to good. Then we have followed the Ofsted approach of defining everything below good as simply 'not yet good'. It will be stressed in training that these descriptors cannot be exhaustive and that inspectors will be able to use their professional judgement (moderated by critical reader).

Question 1: Vision and Leadership

How effectively does the school’s distinctive Christian vision, established and promoted by leadership at all levels, enable its pupils and adults to flourish?

The effectiveness of the leadership in promoting the impact of the school’s Christian vision.

This section looks at: How well the school has developed, implemented and monitored an inclusive Christian vision. How well the school lives out that Christian vision in relationships and partnerships with their key stakeholders.

- 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 does the Christian vision shape school policies?
- How well do leaders ensure that the school’s formal partnerships are supported, sustained and are informed by the school’s Christian vision and associated values? This includes how well do school leaders work with the local diocese?
- 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?
- How well do governors/academy directors/members 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?
- Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?

Grade Descriptors		
Excellent	Good	Requires improvement
<p>Leaders effectively demonstrate how the impact of the school’s vision holistically infuses and shapes the strategic direction of the school. This leads to innovative and imaginative practice that helps pupils transform their lives.</p> <p>The school’s policies on admissions will demonstrably reflect this vision.</p> <p>Leaders ensure that the relationship between the school, church and diocese are</p>	<p>In a flourishing Church school, the leaders have developed a Christian vision that reflects its local context. Leaders explain how this is firmly rooted in a clear theology grounded in a Christian narrative underpinned by biblical teaching. The school uses its vision to shape development plans and school polices. This impacts on academic and personal development. Leaders explain how the school’s vision informs both the choice of, and relationships with, a range of local, national and global educational partners.</p> <p>A flourishing Church school will ensure that the distinctive nature of its Christian vision is preserved, remains discernible and is effectively applied within any MAT or federation partnerships into which it enters.</p> <p>A distinctive feature of the school will be that it understands itself as a partner with the church and</p>	<p>It is not yet good.</p>

supportive and sustainable, enhancing the learning of both pupils and the congregation. It is a link that is widely acknowledged and valued by all members of the school community. The school is used by the diocese/Methodist Church as a centre of excellence.

In an excellent Church school, effective induction and CPD has been prioritised for all staff. This has led to innovative practice working with church, other schools locally, regionally, and nationally. The school has a successful record of developing future Church school leaders.

Governors/academy directors have established systems for monitoring and evaluation that involve the whole school community and are, in the judgement of the inspector, exceptionally rigorous and effective.

Governors/academy directors have developed the school as a Church school through regular engagement with the local diocese and as a result often lead innovation locally.

diocese. Leaders are proactive in seeking and maintaining mutually beneficial partnerships with the local church and diocese.

In a flourishing Church school, all staff members and governors have opportunities to develop their understanding of being a Church school. This invitation is often extended to members of the local church community. Effective use is made of diocesan/Methodist Schools and national training events and leaders can demonstrate how this has led to improved practice.

Leaders have ensured that senior and middle leaders have regular opportunities to develop their knowledge and understanding of Church school leadership. Leaders' awareness of current developments and debates in Church school education impacts on practice.

The vision is well known by pupils and staff and by some parents.

In a flourishing Church school, the leaders will ensure that there is an ongoing process in place that evaluates the effectiveness of the school as a Church school. This will be based on evidence and analysis and informs the school improvement.

School governors/academy directors describe the impact of process and the arrangements in place to give most groups within the school community the opportunity to contribute.

Since the previous denominational inspection governors/academy directors have ensured that the recommendations from the previous inspection report have been addressed over time to the educational benefit of the pupils. They have maintained the school's original foundation by ensuring that the school has engaged with diocesan and national initiatives and can explain how the school has developed as a Church school since the previous denominational inspection.

Question 2: Wisdom, Knowledge and Skills

This section looks at: How well the school’s leaders use the school’s Christian vision and associated values to serve the academic needs of all pupils and to ensure curriculum opportunities for spiritual development.

- How effective is the school at meeting the academic needs of all pupils? How effective is the school in identifying and supporting those who are more vulnerable pupils and who may have additional learning and personal needs?
- How well does the school support all pupils in their spiritual development, enabling all pupils to flourish?

Grade Descriptors		
Excellent	Good	Requires Improvement
<p>Aspects of the curriculum reflect a pedagogical approach that actively plans to enable pupils to reflect and explore the spiritual and ethical dimensions of all subjects.</p> <p>The school community has applied its own understanding of spiritual development so that teachers are confident to make the most of opportunities that occur spontaneously across the curriculum.</p>	<p>A flourishing Church school has a broad and balanced curriculum which is shaped by its Christian vision. This ensures the rounded development of the whole child academically and personally. Leaders use ethical arguments to justify making bold curriculum decisions to ensure pupils experience an exciting and relevant curriculum that enables them to flourish.</p> <p>Based on data publicly available at the time of the inspection, performance information provided by the school and taking into account context and recent cohorts, the school will have met recent floor standards. As a priority, the school is enabling its vulnerable pupils to flourish academically and personally and is diminishing any difference in performance between groups of pupils.</p> <p>The school has a clear and secure understanding of spiritual development that is distinguishable from social, moral and cultural development and is shared by staff. Progressively deeper opportunities exist across the curriculum which enable pupils to develop curiosity through a questioning and spiritual vocabulary that helps them explore spiritual and ethical questions.</p> <p>Pupils will be able to talk about the value of their learning and how they enjoy questioning, listening and responding creatively across a range of subjects.</p>	<p>It is not yet good.</p>

Question 3: Character development: hope, aspiration, and courageous advocacy

This section looks at: How well the school’s Christian vision and associated values support the character and moral development of all pupils. How well this gives them aspiration for themselves and hope for the communities of which they are a part? How well the school’s 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.

- To what extent does the school’s vision and associated values develop aspiration in all pupils, giving them perseverance to cope well when things are difficult and the ability 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’ about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world?
- How well does the school community connect their charitable activities to their vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and understand how they can challenge injustice?

Grade Descriptors		
Excellent	Good	Requires Improvement
<p>Pupils use a questioning and spiritual vocabulary that they use with confidence across the curriculum.</p> <p>Pupils are articulate advocates of change, challenging injustice and inequality. They regularly engage in social action projects that address issues of disadvantage, deprivation and the exploitation of the natural world.</p>	<p>In a flourishing Church school, there is a demonstrable culture of aspiring to be the best you can be: the person God created you to be. Pupils can say how the school’s Christian vision and associated values help them to make positive choices about how they live and behave. Pupils can say how the school’s Christian vision and associated values support them in their learning</p> <p>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.</p> <p>Leaders demonstrate how spending decisions (where possible), fundraising, charity partnerships and social action projects reflect the school’s Christian vision.</p> <p>Pupils will talk about ways to challenge injustice and inequality and will take advantage of curricular and extracurricular activities to engage in social action projects.</p>	<p>It is not yet good.</p>

Question 4: Community and living well together

This section looks at: How well the school's Christian vision and associated values promote social and cultural development through the practice of forgiveness and reconciliation enabling all to live well together and embrace difference.

- To what extent does the 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 and exclusion policies?
- 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?
- How effectively has the school explored and engaged in diocesan and other global companion links?

Grade Descriptors		
Excellent	Good	Requires Improvement
<p>The school is recognised by the wider community as a centre of reconciliation and support. It is a place where pupils are given and take second chances. Pupils will talk about forgiveness and reconciliation as a worthy way of living.</p> <p>Leaders ensure that policies for staff wellbeing reflect the school's Christian vision and make sure that all staff are treated with dignity and respect.</p> <p>The school community will have established mutually beneficial global partnership links to schools in different parts of the world</p>	<p>In a flourishing Church school pupils will be observed to behave well and relationships between all members of the school community will be generally supportive. This is clearly attributed to the school's vision and associated values by many.</p> <p>The school behaviour policy and other related policies coherently reflect the school's Christian vision. Pupils have the opportunity to seek forgiveness and reconciliation and this is reflected in the school's behaviour and exclusion policies.</p> <p>When conflicts do arise these are dealt with in a way which reflects the articulated Christian vision and associated values of the school.</p> <p>There will be 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.</p> <p>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.</p> <p>A demonstrable feature of the school will be the way in which it encourages its pupils to think globally, often exploring the companion links that exist between the local</p>	<p>It is not yet good.</p>

that are highly valued by adults and pupils alike.

diocese and schools internationally. This will go beyond a sense of compassion to a concern for justice.

Question 5: Dignity and respect

This section looks at: How well the school's Christian vision and associated values create an environment where all pupils, whatever their background, can flourish because all are treated with dignity and respect.

- How well does the school's Christian vision and associated values help ensure the protection of all members of the school community and uphold the dignity and value of all God's children?
- How well do leaders ensure that the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?
- 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 dignify others. (From 2019 onward)

Grade Descriptors		
Excellent	Good	Requires Improvement
<p>Leaders have ensured that any barriers to inclusion that might limit the life chances of pupils have been eliminated. Pupils talk of the school being a hospitable community where they are encouraged to fulfil their potential.</p> <p>Reflecting the school's Christian vision, policies are successful in preventing rather than just reacting to incidents of prejudicial behaviour.</p> <p>Pupils will take a lead in challenging prejudicial behaviour and language.</p>	<p>In a flourishing Church school, there is a demonstrable culture where all members of the school community, whatever their disability, ethnicity, gender, identity, nationality, religion, or sexual orientation are treated with dignity and respect as people created in the image of God.</p> <p>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.</p> <p>Pupils show respect for difference and staff will challenge any prejudicial behaviour and language, for example that which is racist, homophobic, biphobic, transphobic, or sexist. There are effective procedures in place to ensure that pupils are protected from all types of bullying and that any incidents that do occur are dealt with effectively and are appropriately recorded. These policies are up to date and regularly reviewed and evaluated.</p> <p>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.</p>	<p>It is not yet good</p>

Question 6: The impact of collective worship

This section looks at: In what ways and to what extent is collective worship inclusive, invitational and inspiring? Is it central to the life of the school?

How effectively does collective worship:

- Engage with the school’s Christian vision and associated values?
- Enable all pupils and adults to experience the diversity of Christian practice and tradition? (This will include the varied liturgical and other traditions of Anglican/Methodist worship in the UK; the worldwide church; the way the school celebrates Christian festivals and, if appropriate, the Eucharist.)
- Provide opportunities for pupils and adults to explore the relevance of faith in today’s world and to encounter the teachings of Jesus and the Bible?
- Support pupils and adults in the development of their understanding of the Christian belief in the Trinitarian nature of God?
- How well are all pupils and adults supported through collective worship and the life of the school to grow spiritually through experiences of prayer, stillness, worship and reflection?
- How effectively does the school enable pupils and staff to engage in the planning, leading and evaluation of collective worship?
- To what extent do local church community partnerships support the school effectively in developing its provision for collective worship?

Grade Descriptors			
	Excellent	Good	Requires Improvement
	<p>The school community recognise and value worship as the heartbeat of the school. Pupils and adults can explain how it influences their lives, both in and out of school.</p> <p>There are a range of age appropriate opportunities to actively engage with Eucharist.</p> <p>School leaders will have worked proactively with the local church community who provide innovative and appropriate support for collective worship.</p>	<p>In a flourishing Church school worship will be invitational offering everyone the opportunity to engage whilst allowing the freedom for those of other faiths and none to be present with integrity. It will have variety involving music and liturgy, silence, story and reflection. It is creative and pupils explain how it inspires them. Pupils are actively engaged in worship.</p> <p>Worship celebrates difference and encourages respect and dignity. It is an important way in which pupils are invited to reflect upon the school’s vision and associated values. Pupils recognise that worship provides meaningful opportunities to contribute to their spiritual development. It is a time when they reflect on significant national and international events. Pupils will talk about how they find this helpful.</p> <p>Worship makes pupils aware of the way Christians understand God through the Trinity in the context of the larger biblical narrative. They are aware of the central importance of Eucharist/Communion to Christian worship. Worship includes encountering Christians from local churches and reflecting on the relevance of faith in</p>	<p>It is not yet good.</p>

Pupils take a considerable lead in the development of worship within the school.

people's lives locally, nationally and globally. It ensures pupils gain some understanding of the diversity of liturgical and other traditions of the world wide Anglican church and its diversity of expression within the UK. Worship provokes thoughtful and respectful responses from pupils.

All those who wish to 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.

An effective shared approach to planning allows appropriate opportunities for pupils to gather, engage and respond. Most staff and pupils can talk about how worship has caused them to reflect on their behaviour, values and attitudes.

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. The local church community is regularly involved in collective worship providing practical support and encouragement. Most leaders of worship, including clergy, have access to regular training.

Question 7: The effectiveness of Religious Education

In a Church of England school Religious Education (RE) should be non-confessional and is considered an academic subject. Inspectors will consider the expectations of the Locally Agreed Syllabus in VC schools and former VC schools.

This section looks at: How well the school ensures the provision of high quality religious education reflecting the Church of England Statement of Entitlement. How well does the religious education help develop religiously literate pupils?

- To what extent does RE provision reflect the Church of England Statement of Entitlement, develop religious literacy and meet statutory obligations?
 - a. 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?
 - b. 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?
 - c. How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions?
- How well is RE led and managed in the school?
 - d. Is there sufficient dedicated curriculum time for the provision of effective RE? Are all pupils enabled to continue to study RE at all key stages and to achieve nationally recognised academic qualifications?
 - e. Do teachers have opportunities to share effective practice locally and regionally and to engage in professional development? Does RE have in place rigorous systems of assessment?
- How effective is RE teaching and learning in the school? (VA only)

Grade Descriptors			
	Excellent	Good	Requires Improvement
	<p>Pupils are inspired by RE and recognise it as a challenging but safe space to explore their own and others' religious, spiritual and philosophical convictions critically and responsibly.</p> <p>Pupils confidently give age appropriate theologically and philosophically informed accounts of Christianity and other religious traditions. Pupils have significant opportunities to engage in dialogue with a range of</p>	<p>In a flourishing Church school, statutory obligations are met and RE is largely in line with the Statement of Entitlement. 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.</p> <p>Well constructed and coherent RE provision results in pupils that can give an age appropriate thoughtful account of Christianity as a living and diverse faith with some reference to theological concepts. Pupils can make connections between British culture and Christian concepts. Pupils demonstrate an informed and respectful understanding of a range of religions and worldviews.</p> <p>Pupils engage with religious text and theological ideas. They have developed age appropriate skills of</p>	It is not yet good

<p>religions and worldviews. They give age appropriate evaluative accounts of the continuing role of religion in contemporary British and global society.</p> <p>Attainment and progress for all pupils is above or at least in line with other core/comparable subjects within the school, locally and nationally. (National expectations at GCSE)</p> <p>RE leaders in the school are recognised as actively involved in leading innovation within school/academy structures and at local, regional, or even national level.</p> <p>RE CPD is appropriate, fully funded and monitored. Those attending CPD have regular opportunities to share their learning and so ensure that all staff teaching RE do so with confidence and to a high standard.</p>	<p>enquiry, critical analysis, and interpretation.</p> <p>RE teaching and learning is consistently graded good through regular school monitoring (verified at inspection). Based on the data available at the time of the inspection, comparisons with progress of recent cohorts and from comparisons with pupils' starting points, most pupils (including those from disadvantaged backgrounds) make achieve well and make consistent progress. There are no gaps in expected progress or those gaps are closing. Where relevant, all pupils follow a recognised, externally accredited and appropriate RE qualification at KS4. (VA only)</p> <p>The school leadership of RE will have put in place systems for assessment that result in teachers and pupils being able to gauge progress and attainment in RE. RE leaders have opportunity to monitor RE lessons. There are opportunities for good practice to be shared within the school and with other schools through involvement with local, national and regional groups. This results in the subject being valued within the school community.</p> <p>Reflecting the school's vision as a Church of England school, leaders will have ensured that sufficient dedicated curriculum time is given to RE, that RE leaders and teachers will have access to regular high quality professional development. RE is well resourced. As a result, the RE subject leader has growing confidence in their role. In secondary schools, the school will have sought to employ specialist RE teachers.</p>	
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Ineffective as a Church school

If, in the judgment of the inspector, the school has not maintained its distinctive Christian foundation and is ineffective in more than one of the categories below, the school will be judged to be ineffective as a Church school. This judgement will be discussed with the diocese and will be agreed by the appointed critical reader.

For a school in a MAT an ineffective as a Church school judgement will trigger a recommendation that the nature and appropriateness of the MATs support for the distinctive nature of the school should be reviewed by the diocese.

1. The school's leaders have failed to establish and sustain an inclusive Christian vision for the school that has sufficient regard to the school's original foundation and to promoting behaviour and relationships based on dignity and equality.
2. The school's leaders have not established systems to ensure effective Church school governance including a system that monitors the distinctiveness and effectiveness of the school's Christian vision.
3. The school's leaders have not taken sufficient notice of the policy expectations provided by the local diocese in line with national guidance, including in particular [Religious Education in Church of England Schools: A Statement of Entitlement](#) and [Valuing All God's Children](#).
4. The school's leaders have failed to ensure that collective worship reflects the school's distinctive foundation or funding agreement and have not ensured it has a central place in the life of the school community.
5. The school's leaders have failed to ensure that the provision of religious education in the school reflects the school's foundation or funding agreement.
6. The overall quality of education and its outcomes does not meet the needs of all pupils and has little regard for the needs of vulnerable pupils and there is little or no evidence that this is improving in any consistent way.

If Ofsted has judged a school to be requiring improvement or inadequate **within the year preceding** the SIAMS inspection it is unlikely that the school will receive a judgement of more than one grade higher in the SIAMS inspection.

In the case of a joint school, inspected under the SIAMS framework, it will not be possible for the school to achieve a grading of good or better if it does not equally reflect the ethos of each of the religious bodies of its Trust Deed. So, for example, a joint Methodist/Anglican school must show that it reflects both Methodist and Anglican inspection priorities.

Reporting

The inspector will make one overall judgement about the school. They will then also give a grade specific to the impact that collective worship has in both VC schools or former VC schools and VA schools and former VA schools and in addition a grade specific for the quality of RE in the case of a VA school or former VA school.