SIAS Grade Descriptors – A guide to rating self-evaluation and inspection judgements

How well does the school through its distinctive Christian character meet the needs of all learners?
Within the context of a distinctively Christian character:

	Outstanding	Good	Satisfactory	Inadequate
How well do the school's Christian values have an impact on all learners and enable them to flourish as individuals?	All stakeholders identify how well Christian values have an impact on the whole curriculum. They describe the impact of these on their own and others' motivation, self image, understanding, achievement and behaviour.	Most stakeholders identify how well Christian values impact on many aspects of the curriculum. They describe the impact of these on many aspects of their own and others' motivation, self image, understanding, achievement and behaviour.	Some stakeholders Identify how well Christian values impact on key aspects of the curriculum. They describe the impact of these on key aspects of their own and others' motivation, understanding, achievement and behaviour.	Few stakeholders identify how well Christian values have an impact on the curriculum. There is little evidence of them having an impact on their own and others' motivation, understanding, achievement and behaviour.
How well does the Christian character support the SMSC development of all learners whether they are Christian, of other faiths or of none?	Across the whole curriculum Christian values consistently encourage, nourish and challenge the SMSC development of all learners.	Across the whole curriculum Christian values significantly encourage, nourish and challenge the SMSC development of most learners.	Across some of the curriculum Christian values encourage, nourish and challenge the SMSC development of some learners.	There is little evidence of Christian values encouraging, nourishing and challenging the SMSC development of learners.
How well does the Christian character of the school prepare learners to become responsible citizens?	The Christian character of the school has a major impact on the learners' understanding of their role in local, national and global communities.	The Christian character of the school has a significant impact on the learners' understanding of their role in local, national and global communities.	The Christian character of the school has some impact on the learners' understanding of their role in local, national and global communities.	The Christian character of the school has little impact on the learners' understanding of their role in local, national and global communities

	Outstanding	Good	Satisfactory	Inadequate
How well do Christian values motivate the relationships between all members of the school community?	All stakeholders relate well to others and work cooperatively, relating their behaviour to Christian values. Conflict and complaints are consistently resolved speedily, compassionately and in a spirit of reconciliation and justice.	Most stakeholders relate well to others and work cooperatively, relating their behaviour to Christian values. Conflict and complaints are normally resolved speedily, compassionately and in a spirit of reconciliation and justice.	Some stakeholders relate well to others and work cooperatively, relating their behaviour to Christian values. Conflict and complaints are generally resolved speedily, compassionately and in a spirit of reconciliation and justice.	Some stakeholders do not relate well to each other or work cooperatively. Conflicts or complaints are not resolved well.
How well is the spiritual development of learners enhanced by the school environment?	The school environment makes a major contribution to the spiritual development of all learners.	The school environment makes a significant contribution to the spiritual development of most learners.	The school environment makes some contribution to the spiritual development of some learners.	The school environment has limited impact on the spiritual development of learners.

What is the impact of collective worship on the school community?
Within the context of a distinctively Christian character:

	Outstanding	Good	Satisfactory	Inadequate
How positive are learners' attitudes to collective worship?	Learners are always engaged during worship. They enjoy the worship and express enthusiasm for it. Learners frequently lead significant aspects of worship.	Learners are consistently engaged during worship. They enjoy the worship and talk about it with interest. Learners frequently take an active part in worship.	Learners are normally engaged during worship. They enjoy the worship and are mostly positive about it. Learners occasionally take an active part in worship.	Learners are not consistently engaged during worship or the behaviour of some prevents the engagement of others. A significant number do not enjoy worship or express negative attitudes toward it. Learners are largely passive in worship.
To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?	All members of the school community, regardless of background, feel included and affirmed by worship. Worship inspires the thinking and day to day actions of the whole school community.	Most members of the school community, regardless of background, feel included and affirmed by worship. Worship often influences the thinking and day to day actions of the school community.	Some members of the school community, regardless of background, feel included and affirmed by worship. Worship sometimes informs the thinking and day to day actions of the school community.	Only a minority of learners feel included or affirmed by worship. Worship only occasionally influences the thinking and day to day actions of the school community.
How well does collective worship develop learners' understanding of Anglican * traditions and practice?	Learners experience and are familiar with a range of Anglican tradition and practice.	Learners experience and are familiar with some examples of Anglican tradition and practice.	Learners experience on occasion Anglican tradition and practice.	Learners have a limited experience of Anglican tradition and practice.
How effectively is the importance of worship demonstrated in the life of the school?	The planning of collective worship is always thorough and creative, involving a wide variety of stakeholders. A formal system of evaluation is in place which shapes future planning and leads to improvement.	The planning of collective worship is usually thorough and creative, involving a range of stakeholders. Worship is regularly evaluated which is taken into account in planning.	The planning of collective worship is effective. A record is kept of the themes covered in worship.	The planning of collective worship is inconsistent. No recording or evaluation of worship takes place.

* References to Anglican should be taken to read Methodist in Methodist schools.

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How effective is the Religious Education?
Within the context of a distinctively Christian character:

	Outstanding	Good	Satisfactory	Inadequate
How high are standards and how well do all learners achieve in RE?	Learners make outstanding progress across each key stage.	Learners make above average progress across each key stage.	Learners make average progress across each key stage.	Learners make below average progress across each key stage.
How effective are learning and teaching in RE?	Full and consistent use is made of assessment data to inform teaching and learning. A wide range of learning strategies appropriate to learners' needs and subject content is evident. Learners are always reflective, understanding how they learn, and actively identify how to improve.	Regular use is made of assessment data to inform teaching and learning. A range of learning strategies appropriate to learners' needs and subject content is evident. Learners are often reflective and are actively engaged in their learning and assessment.	Use is normally made of assessment data to inform teaching and learning. A limited range of learning strategies appropriate to learners' needs and subject content is evident. Learners are reflective and are developing an engagement in their learning and assessment.	Ineffective use is made of assessment data. Learning strategies are inappropriate to learners' needs or subject content. Learners are not engaged in their learning in RE.
To what extent do learners of all faiths and of none demonstrate a positive attitude towards RE?	Learners express enthusiasm about RE and reflect on their learning to develop understanding of their own experience and beliefs.	Learners enjoy RE and can relate their learning to their own experience and beliefs.	Learners enjoy RE and recognise the importance of the subject.	Significant numbers of learners do not enjoy or see the relevance of RE.
How well does RE contribute to the spiritual and moral development of all learners?	Learners are confident in their spiritual and moral awareness through reflection on their experiences in RE. Learners have an enthusiasm to explore openly and with respect their beliefs and those of others.	Learners develop a growing spiritual and moral awareness through reflection on their experiences in RE. Learners talk confidently and with respect about their beliefs and those of others.	Learners explore spiritual and moral awareness through reflection on their experiences in RE. Learners talk openly and with respect about their beliefs and those of others	Experiences in RE contribute little to learners' spiritual and moral awareness. Learners find it difficult to talk about their own beliefs or respect the beliefs of others

	Outstanding	Good	Satisfactory	Inadequate
To what extent does RE promote the distinctive Christian character of the school?	The relevance of religion and faith informs planning across most areas of the curriculum. Learners have an effective understanding of Christian faith and practice.	The relevance of religion and faith contributes to other parts of the curriculum. Learners have a growing understanding of Christian faith and practice.	The relevance of religion and faith links to some areas of the curriculum. Learners have some understanding of Christian faith and practice.	The relevance of religion and faith rarely links to other areas of the curriculum. Learners have little understanding of Christian faith and practice.
To what extent does RE promote community cohesion through an understanding of and respect for diverse faith communities?	Learners and adults celebrate religious and cultural diversity in school, locally, nationally and globally.	Learners and adults value religious and cultural diversity in school, locally, nationally and globally.	Learners and adults affirm religious and cultural diversity in school, locally, nationally and globally.	Negative responses toward religious and cultural diversity are not challenged by adults or learners.
How effectively is the importance of RE demonstrated in the life of the school?	Standards in RE are above standards in other core subjects. Senior leaders ensure leadership, monitoring, planning, resources, subject expertise, INSET and external support for RE lead to outstanding learning.	Standards in RE are in line with standards in other core subjects. Senior leaders ensure leadership, monitoring, planning, resources, subject expertise, INSET and external support for RE lead to good learning.	Standards in RE are normally in line with standards in other core subjects. Senior leaders ensure leadership, monitoring, planning, resources, subject expertise, INSET and external support for RE lead to satisfactory learning.	Standards in RE are significantly below standards in other core subjects There is limited effective leadership, monitoring, planning, resourcing, subject expertise, or INSET in RE. Senior leaders provide limited external support.

How effective are the leadership and management of the school as a church school?

Within the context of a distinctively Christian character:

	Outstanding	Good	Satisfactory	Inadequate
How well has the school leadership (including governors) engaged with distinctive Christian values in developing their vision for the school?	School leaders and governors have a clear vision of how distinctive Christian values are central to every aspect of the school's life. All stakeholders are engaged in regular reviews of the school's Christian values.	School leaders and governors have a vision of how distinctive Christian values influence most aspects of the school's life. Most stakeholders are involved in reviews of the school's Christian values from time to time.	School leaders and governors have a developing vision of how distinctive Christian values affect the school's life. Some stakeholders are consulted in reviews of the school's Christian values.	School leaders and governors have a limited vision of how distinctive Christian values affect the school's life. There is little consultation with stakeholders on the school's Christian values.
How well is this vision understood by all stakeholders?	Learners and adults readily articulate how the school's Christian values enrich attitudes and behaviours throughout the school and community.	Learners and adults can articulate how the school's Christian values influence attitudes and behaviours across the school.	Learners and adults are aware of the impact of the school's Christian values on attitudes and behaviours in the school.	Learners and adults have difficulty in linking the school's Christian values to attitudes and behaviours in the school.
How well do leaders and governors ensure that this vision is put into practice by all members of the school community?	Leaders and governors ensure that all stakeholders are engaged in robust self evaluation that drives development planning. Issues identified by stakeholders are consistently addressed.	Leaders and governors ensure that all stakeholders contribute to regular self evaluation that informs development planning. Issues identified by stakeholders are largely addressed.	Leaders and governors ensure that most stakeholders contribute to self evaluation that informs some development planning. Some issues identified by stakeholders are addressed.	Leaders and governors do not monitor effectively. Self evaluation does not attend to the distinctive Christian character of the school or the views of stakeholders.
How well are leaders and governors preparing for the future leadership of Church schools?	Through succession planning the school has a clear understanding of future development needs of the school and of church school education more widely. All staff and governors benefit from personal, spiritual and professional development.	Through succession planning the school has a clear understanding of its future development needs as a church school community. Most staff and governors benefit from personal, spiritual and professional development.	The school has some understanding of its future development needs as a church school community. Some staff and governors benefit from personal, spiritual and professional development.	The school has a limited understanding of the development needs of itself as a church school community or of staff and governors.

	Outstanding	Good	Satisfactory	Inadequate
How effective is the partnership between the school, the church and the wider community, including the parents?	There is strong mutual support between the school and partners in the local church, local faith communities, the diocese and the world wide church. There are strong partnerships with parents and the local community.	There is beneficial support between the school and partners in the local church, local faith communities, the diocese and the world wide church. There are significant links with parents and the local community.	There is collaboration between the school and some partners in the local church, local faith communities, the diocese, and the world wide church. There are developing links with parents and the local community.	There is limited contact between the school and partners in the local church, local faith communities, the diocese, and the world wide church. There are limited links with parents and the local community.