Summary SIAMS Self-Evaluation Template

Introduction

* SIAMS inspection addresses 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?
* When awarding a grade to the school,the inspector will start by evaluating whether the evidence supports a grade of Good, as set out in the grade descriptors for Good in the [SIAMS Evaluation Schedule](https://www.churchofengland.org/sites/default/files/2021-10/FINAL%20-%20SIAMS%20Evaluation%20Schedule%20%28Revised%20September%202021%29%20-%20UPDATED%20211019.pdf)
* The inspector will consider other grades (Excellent, Requires Improvement, or Ineffective) if and when the evidence suggests that to do so would be appropriate.
* An ongoing culture and practice of robust and rigorous self-evaluation is strongly recommended for the principal benefit of the school. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the efficacy of the vision, policy, and practice of the school and this can only be achieved by means of effective self-evaluation.
* The summary of the school’s ongoing self-evaluation should be drawn from the school’s ongoing self-evaluation and should be available for a SIAMS inspector.
* This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.
* Self-evaluation templates are available on the SIAMS pages of [the Church of England website](https://www.churchofengland.org/about/education-and-schools/church-schools-and-academies/siams-inspections).

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| School context  Include:   * URN * NOR * Date of last SIAMS * MAT/Federation as applicable * Diocese/Methodist circuit * Proportion of pupils considered disadvantaged   Proportion of pupils with SEND |  |
| Vision  Refer to theological underpinning and process of establishing vision if appropriate. |  |

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| STRAND | IMPACT OF PROVISION AND SOURCES OF EVIDENCE |
| STRAND 1: VISION AND LEADERSHIP |  |
| STRAND 2: WISDOM, KNOWLEDGE, AND SKILLS |  |
| STRAND 3: CHARACTER DEVELOPMENT: HOPE, ASPIRATION, AND COURAGEOUS ADVOCACY |  |
| STRAND 4: COMMUNITY AND LIVING WELL TOGETHER |  |
| STRAND 5: DIGNITY AND RESPECT |  |
| STRAND 6: THE IMPACT OF COLLECTIVE WORSHIP |  |
| STRAND 7: THE EFFECTIVENESS OF RELIGIOUS EDUCATION |  |
| STRAND 7c - VA SCHOOLS ONLY  How well do pupils make progress in RE as a result of a rich and engaging curriculum? |  |