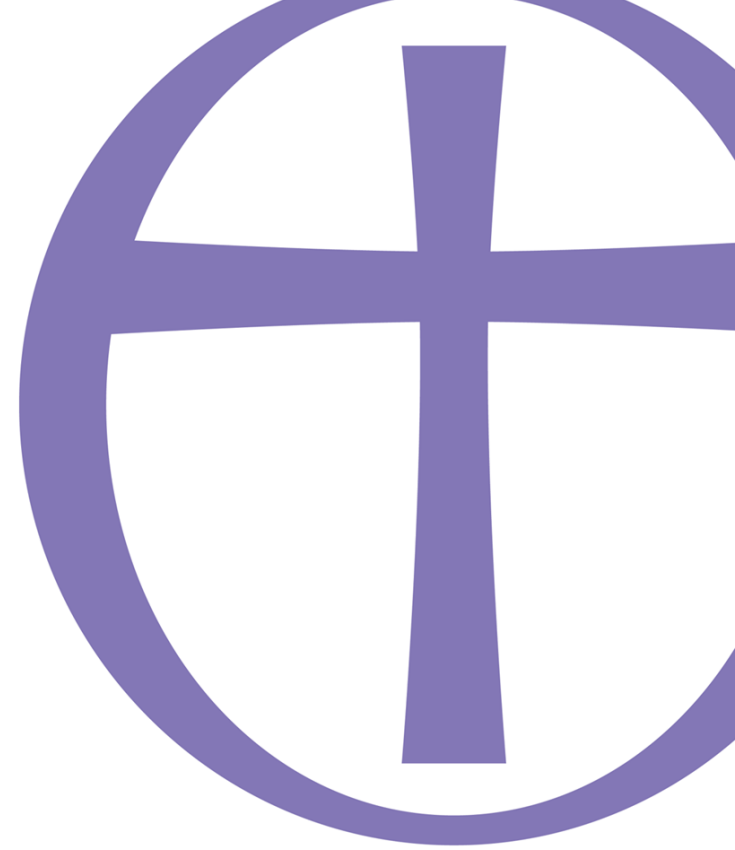




THE CHURCH
OF ENGLAND
EDUCATION OFFICE



Rethinking Resilience

SIAMS 2019

Church of England Foundation for Educational Leadership Conference
February 2019

© The National Society (Church of England and Church in Wales) for the Promotion of Education 2018

Permissions: This presentation is copyright free and can be shared with delegates and conferences. It is locked to ensure that key messages are consistent.

It is time limited. Keep an eye on the SIAMS page of the Church of England website for updates

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/siams-school-inspections>



THE CHURCH
OF ENGLAND
EDUCATION OFFICE



Part I

Key messages of the new SIAMS schedule

Purpose of SIAMS

Vision for education

Our purpose in education is to enable the children, young people and communities we serve to flourish as they experience education for wisdom, hope, community and dignity and discover life in all its fullness which Jesus offers.

Vision for SIAMS

It is a matter of affirming what is of worth in the past and the present, rejecting courageously things that we judge unwise, and working to transform those that are valuable but need improvement.

- *a different perspective to Ofsted*

Basis for SIAMS

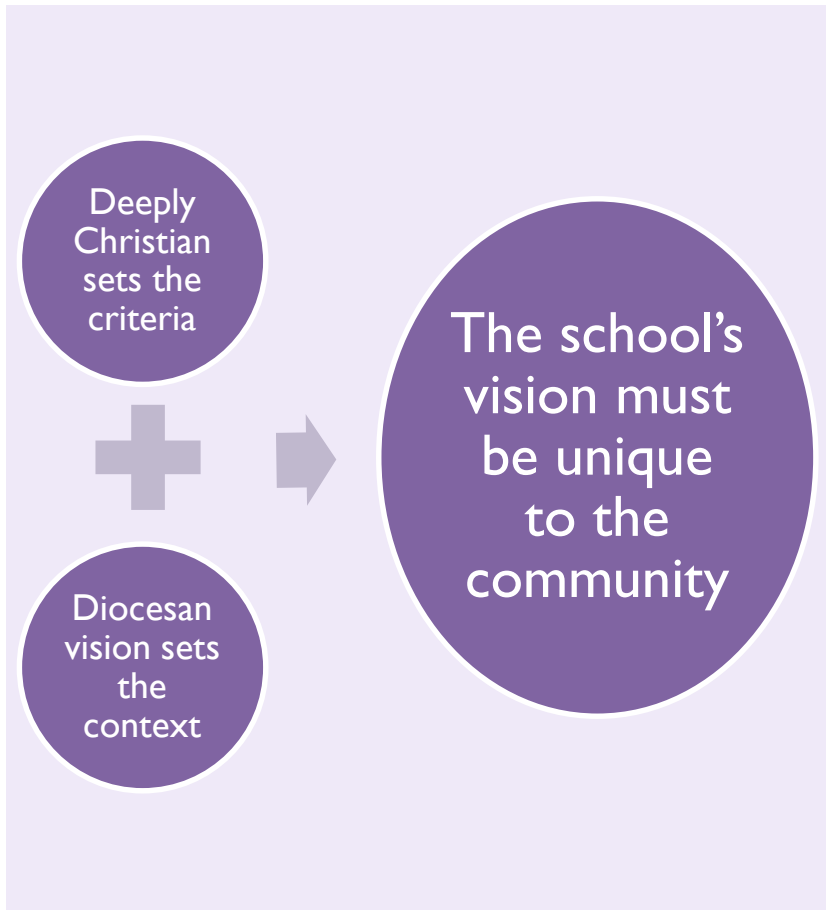
Section 48 of Education Act 2005

School ethos, RE and CW

- accountability of schools of a religious character (SRCs)
- in accordance with school's Trust Deed or academy funding agreement

Significance of the Christian vision THE CHURCH OF ENGLAND EDUCATION OFFICE

Deeply Christian, Serving the Common Good



- New schedule gives a high profile to the school's Christian vision
- Serving the **whole** community, not merely the Christian sector
- It is **not** about imposing a vision
- **Inspection is in the context of the school's own vision**

Articulating your school's vision

As a school community,
ask:

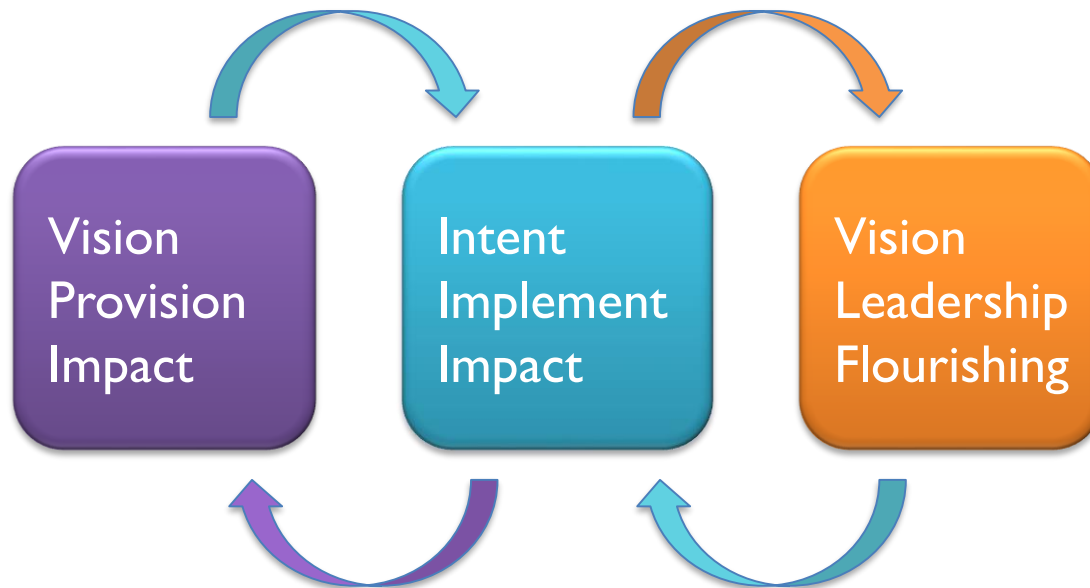
- Who are we?
- Why are we here?
- How then do we live?

Imagine you are
explaining this to parents
and carers of different
religions and worldviews

- Vision reflects Church school distinctiveness built on theological / biblical narratives
- Vision gives resilience and identity in MAT arrangements
- Vision was there in the previous schedule

One inspection 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**?



One inspection question

via
seven
strands



Spiritual development expresses

the Christian vision In the context of the school

| Spiritual, moral, social, cultural separated out and expectations clarified | |
|---|--------------------------------------|
| Strand 2 Wisdom Knowledge and skills | Spiritual development |
| Strand 3 Character development: Hope, Aspiration, Courageous advocacy | Moral development |
| Strand 4 Community and Living well together | Social and cultural development |
| Strand 5 Dignity and Respect | Celebrating diversity and difference |

School has its own shared understanding of spiritual development

Resource for inspectors and schools (due summer 2019)

The impact of collective worship



Invitational Inclusive Inspiring

- The ways in which collective worship expresses the vision of the school
- A greater focus on impact and less on provision
 - Nature and purpose
 - Content
 - Planning and evaluation
 - Local Church community
- A common sense approach to meeting legal requirements
- The Eucharist, central to Anglicanism, where appropriate
- Spiritual development for the whole school community

RE should be:

- non-confessional and considered an academic subject
- provide a logical, systematic, sequenced progression of knowledge and skills

RE should reflect the

Church of England Statement of Entitlement for RE so that pupils:

- understand and know about major world religions and worldviews
- critically engage with the text
- regard RE lessons as a safe space to critically reflect on their own religious, spiritual and philosophical convictions



THE CHURCH
OF ENGLAND
EDUCATION OFFICE



Part 2

Fresh thinking about SIAMS

A new structure for grades

Inspectors explore
one inspection question



via

the seven strands of
vision



to inform

one inspection **grade**

In all schools

inspectors will award an **additional grade** for **collective worship**

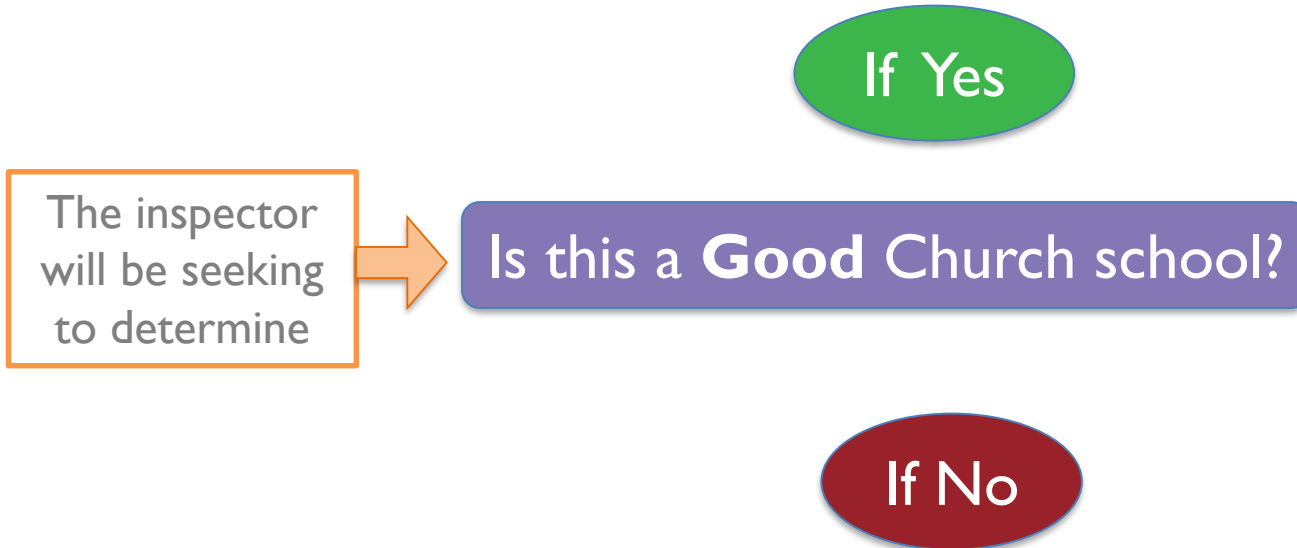
In VA (or former VA) schools

Inspectors will award an **additional grade** for **teaching and learning in RE**

These are the elements of RE that are specific to a VA school



Is the school's case for **Excellent** convincing?



Helping Church schools flourish

The school is not yet **Good** and **Requires Improvement**

... or are the weaknesses significant enough for a grade of **Ineffective**?

A different experience of inspection

Pre-inspection

'the monster of the dreaded SEF now happily consigned to history' HMCI Oct 18

SIAMS SEF becomes a SIAMS reflection

- a two page summary for inspectors
- school is free to create format using mind-maps, diagrams, hexagons
- Inspector accesses information from IDSR and website
- Internal self-evaluation remains essential

During inspection day

- regular dialogue and updates with the headteacher
- visits to classrooms and work scrutiny jointly with leaders
- round table meetings with a variety of stakeholders at all levels
- frequent conversations with pupils

Common misunderstandings

X SIAMS requires teachers to undertake additional work and ask pupils to work specifically for the inspection
NO

X Only the vicar needs to understand the biblical underpinning of the vision
NO

X Individual strands should be graded NO

X In RE the school must use a particular resource NO

X SIAMS expects to see a particular frequency and quantity of work in pupils' books NO

X The grade for collective worship depends on what the inspector sees on the day
NO

X Excellent is about being very good NO



THE CHURCH
OF ENGLAND
EDUCATION OFFICE



Part 3

First steps in the new SIAMS schedule

What have we learned about good practice in the early reports?



Steps to greater consistency

We are compiling:

- extracts of good writing
- tips for inspectors and critical readers to improve reports
(this repeats much of what was sent to critical readers in October)

Another round of monitoring critical reading has begun where individual feedback will be provided



THE CHURCH
OF ENGLAND
EDUCATION OFFICE



Part 4

Expectations for excellence

A new approach to excellence THE CHURCH OF ENGLAND EDUCATION OFFICE

Excellence, like vision, is unique to the school's context



Excellence is rooted deep in a biblical understanding of the vision



so it looks different in every school

Excellence reveals extraordinary, innovative practice perhaps not seen before

It sets incredibly high expectations for Church schools

How to use the exemplars

- ✓ Treat them as indicators
- ✓ Examples of excellent practice do not exist in isolation – look for how they send ripples across the strands



- ✓ Look at the wider and deeper impact of the Christian vision
- ✓ The language of exemplars is very precise so treat it as clues

Leave old habits behind

✗ Do not treat them as grade descriptors

✗ Do not highlight to see what proportion is covered

✗ Do not count how many

Clues to excellence

Examples
from
the
language
of the
exemplars

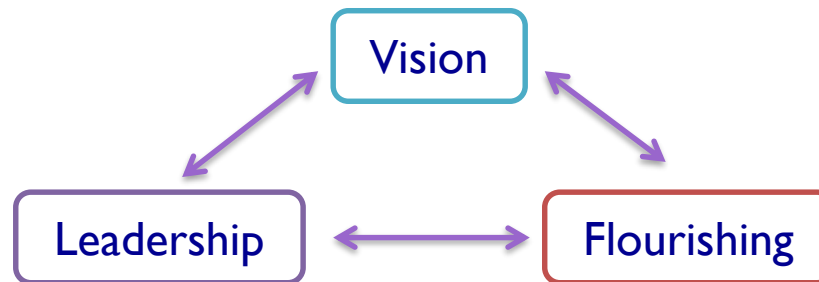


Start thinking of excellence

as the innovative and imaginative work of a school
→ working through its partnerships → attending to
the specific needs of its local community → using the
deeply Christian features of its vision → to bring
about the exceptional flourishing of pupils and adults in
the school → and move well beyond Good

A report on a school graded excellent

- makes powerful connections



- inspires other schools
- makes it crystal clear how biblical teaching directly influences the actions leaders take
- excites you and makes you want to visit tomorrow



THE CHURCH
OF ENGLAND
EDUCATION OFFICE



Thank you