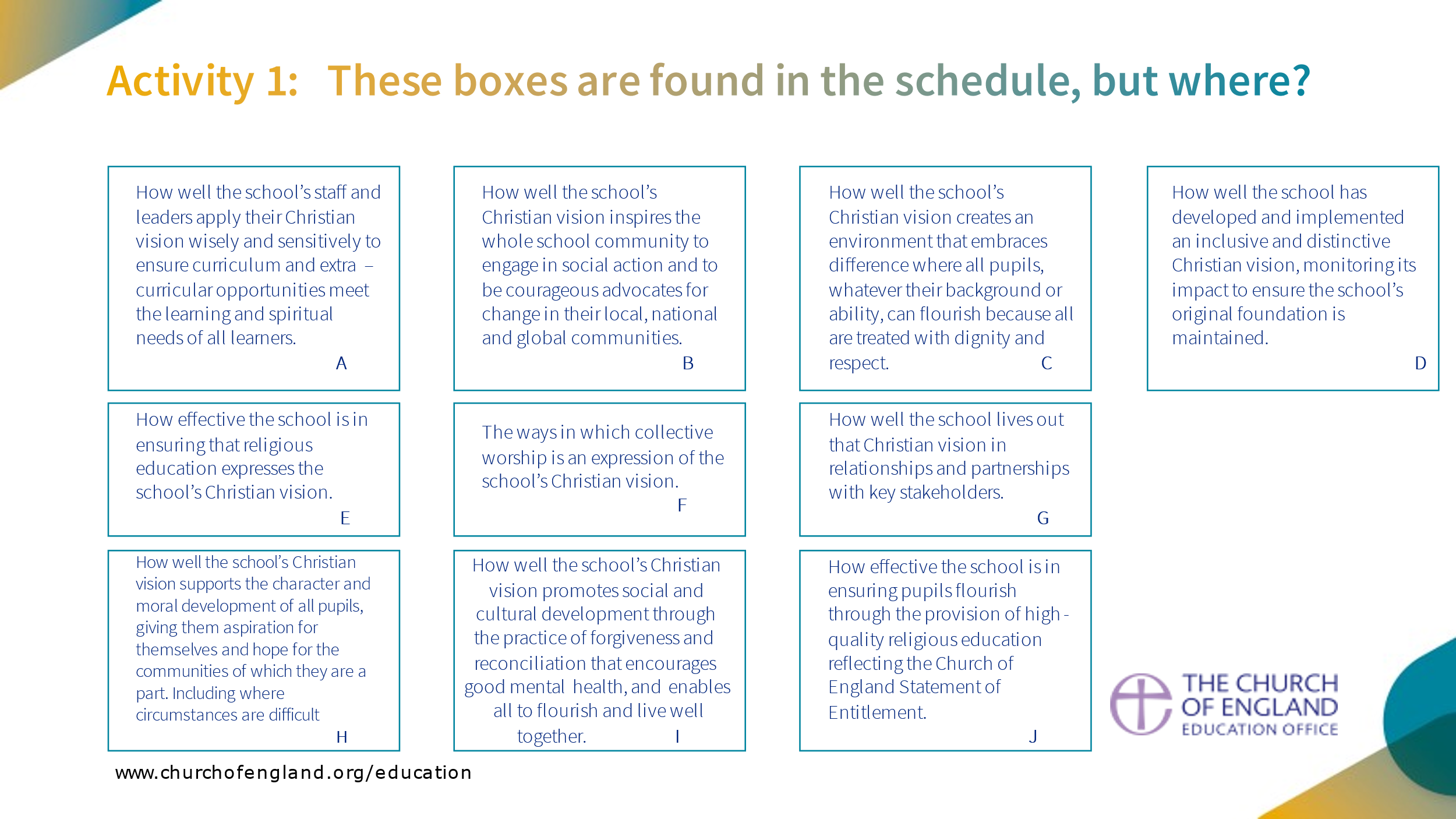
**SIAMS Inspector Training Day I**

**Activity 1**

What part do these boxes play in SIAMS?

What are the implications for report writing?

Add a number to each box to indicate which strand the box refers to.



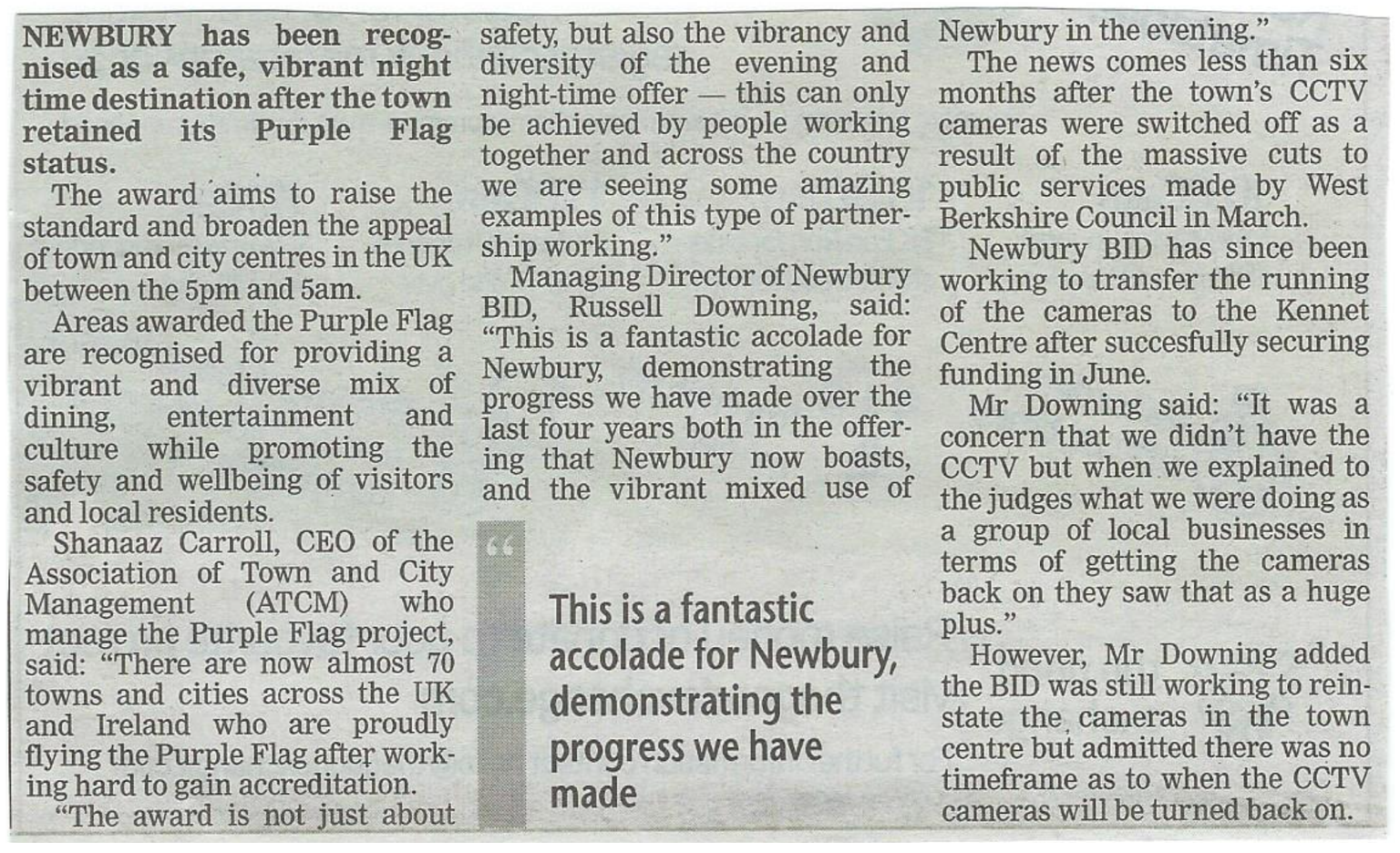
**Activity 4**

Reorder the sentences below to reflect the order of the inspection process.

Start by dividing them into the three coloured boxes on the right. Use any method you wish.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| A | QA reviews report (several drafts) |  | **Pre-inspection day** |  |  |
| B | Final feedback |  |
| C | Inspector researches information about the school in the public domain |  |
| D | Inspector sends contract to the school |  |
| E | Inspector makes call to diocese |  |
| F | Inspector sends PIP to school |  |
| G | Evidence gathering activities |  |
| H | Evidence gathering activities | **Inspection day** |  |
| I | Inspector writes report |  |
| J | Inspector makes initial call to headteacher |  |
| K | Report is published |  |
| L | Inspector completes analysis of evidence so far and identifies LOE |  |
| M | School is notified of inspection |  |
| N | National SIAMS Team allocates inspection and date is agreed |  |
| O | Inspector reflects on evidence for LOE and emerging grades |  |
| P | Final briefing of headteacher and discussion of areas for development | **Post inspection day** |  |
| Q | Inspector receives (summary) self-evaluation from school |  |
| R | Headteacher checks report for factual accuracy |  |
| S | Inspector updates headteacher on progress of inspection |  |
| T | Inspector sends timetable requests to school |  |
| U | Headteacher drafts timetable |  |
| V | Preparation of final feedback |  |

**Council claims Newbury nightlife is outstandingly safe**

****

****

A summary SEF has been received from a VA school after the initial phone call

**Our vision is to create a family rooted in love for one another where children and adults can flourish and achieve their potential to reach their own spiritual, academic and personal goals.**

***“Love one another. As I have loved you, so you must love one another” John 13:34***

**Strand 1: Vision and Leadership**

* Our pupils consistently achieve well academically across the school and for all groups.
* Vulnerable groups make good progress across the school. The curriculum helps them to flourish.
* Our vision is reflected in policies. We are an inclusive, welcoming family showing compassion and forgiveness.
* Christian values and the teaching of Jesus are very evident across our community at all levels.
* We have created a place of belonging and shared purpose where everyone is valued.
* The previous inspection issue has been fully addressed through careful cataloguing of our provision for future generations.
* Our very close involvement in the local church and diocese enriches all we do.

**Next steps:** Publish new reward cards based on our Christian values.

**Strand 2: Wisdom, Knowledge and Skills**

* We set high expectations which inspire, motivate and challenge our pupils, allowing them to flourish as well-rounded unique individuals.
* Teachers have excellent curriculum knowledge. They foster and inspire our children.
* Teachers adapt their planning to respond to the strengths and needs of all pupils.
* Our pupils’ ‘Questions to God’, with answers, show strong development of spirituality.

**Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy**

* All children are celebrated and valued for a wide range of achievements.
* All children see that persevering to overcome is as valued as achieving. They are resilient.
* Service to others runs throughout our school at all levels. This has been reinforced during the pandemic.
* Our pupils aspire to be the best they can be.
* Huge range of charities supported. £6,000 raised 2020-21.
* We have mutually beneficial relationships with a wide range of schools and overseas links.
* Our pupils will stand up for what is right and look after others without being told to do so.

**Strand 4: Community and Living Well Together**

* Across the school pupil behaviour is exemplary. Pupils and adults consciously look after each other and are pleased to do so.
* Children are very aware of how their behaviour impacts on others and of other people’s feelings. They are genuinely sorry if they make a poor choice.
* Vulnerable pupils are supported most effectively through nurture and individual plans.
* Exclusions are extremely rare. Support plans for the child and their family are strong.
* Our pupils are able to express and exchange views respectfully.
* Our trained peer mediators are highly effective in bringing about reconciliation.
* Mental health training has helped staff identify and cater for needs both in children and adults.

**Strand 5: Dignity and Respect**

* All staff and pupils have awareness of all groups and the need to treat all fairly without discrimination and with respect.
* Our behaviour policy is consistent and fair with the central thread of reconciliation.

**Next Steps:** To implement the Sex and Relationships government guidelines fully.

.

**Strand 6: The impact of collective worship**

* Worship is central to our school
* Children enjoy collective worship (see pupil voice) as evident through their voluntary participation in our over-subscribed Worship Group.
* Children enter and participate in collective worship respectfully and thoughtfully.
* We all grow as people through the weaving of our Christian values through our worship.
* Pupils are well aware of the teaching of Jesus and the relevance to our lives. They are able to reflect on their behaviour in the light of this.
* Our excellent clergy support was maintained during the rector’s study leave.

**Next Steps:** Development of a new whole school prayer.

**Strand 7: The effectiveness of religious education**

* Our medium term plans integrate Understanding Christianity with school and diocese designed units effectively. KS2 teaching is balanced between Christianity (80%) and one other world faith per year group enabling our pupils to make clear comparisons.
* Our pupils receive a rich and varied programme enabling the vast majority of pupils to achieve at least age related expectation. Many exceed.
* RE has high status. Standards and expectations are high and at least in line with all core subjects.
* We have a clear idea of the progress our pupils are making and adapt future teaching to their needs. Parents are informed of their child’s progress in RE and find this useful.