

SIAMS Inspector Training 2022

Day 1

Trainers: Margaret James, David Tait & Jayne Pavlou



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Session A: Setting the scene for the training



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SIAMS is all about:

- our vision for our Christian inspection system
- how we will work together to bring hope, aspiration, quality, and consistency to an area of work that schools may dread or even resent
- important, vision-driven work that contributes to a transformational educational experience for thousands of children and young people.

We must give it the honour and respect that it both requires and deserves.



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The following ten keys:

- unlock the experience and process of inspection
- open the door that you and the school community can then walk through together.




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1. As an inspector, your conduct must be beyond reproach

You will:

- be competent, confident and humble at all times
- be the school's measure of the Church of England in education
- in all interactions, in all forms of communication, defy provocation and exemplify the Church of England vision for education
- give difficult messages well, speaking truth in a Christian manner with compassion and with neither fear nor favour.

Ref. revised Code of Conduct



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2. You will know the Inspection schedule inside out



You must demonstrate you are an expert in each strand




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3. You will understand the place of inspection in the whole

SIAMS criteria are more than a tool of measurement and judgement

If you don't measure what you value, you end up valuing what other people measure

SIAMS is just one element in the life of a school so make sure you know what the whole looks like, especially in the aftermath of COVID-19

It is important that the school feel the process is fair and recognise their school in what you say

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4. You will have a deep understanding of church school education

Check you know:

- what it is like to be a Church school leader today
- the Church of England vision for education
- what a church school education is –
 - what might it look like?
 - would you recognise it in context?
 - have you read more widely on this?

Can you make – **and justify your right to make** – a judgement on this?

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5. You are aware of being part of a justifiable hierarchy

Like it or not, there is a justifiable hierarchy at play here.

- You will propagate it
- You will have power, you must deserve it and use it wisely
- Your conduct, skills and knowledge must justify you being in that position.

At all times, you must act with genuine humility. You have a role to enact but we are all parts of the same body, each performing our role, but none more valuable or important than the other.

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6. You must make sound judgements and justify your judgements with evidence

You must build a comprehensive, relevant and essential evidence base.

If...

- ...your evidence doesn't justify your judgement, your judgement will not be sound.
- ...your judgement is not sound, you may well have got it wrong
- ...you get it wrong, you are undermining the credibility of the system.

More importantly,

- ...you could be causing serious damage to hard-working school leaders.

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7. You will be consistent of location

Inspect anywhere with credibility and integrity

Recognise inspection is a relational and interpretive process

Understand and honour both the objective and subjective aspects

Thoughtful in interpreting the criteria in the context of the school

This is not easy
This is vital
This is the job

If you are not humble enough to know you need to go on learning, then you can't do this job.

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8. You will show intelligent flexibility

Understanding the Schedule in the context of the school enables you to be intelligently flexible

When the outcome sits on the cusp of two grades, what do you do?

Ask yourself: What will leave the school in the best possible place to move forward?

Your decision will be entirely context specific

Important to understand the difference between heterogeneity and intelligent flexibility

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9. You will be an excellent communicator in writing

- Use full sentences, full stops, capital letters, correct spelling
- Write evaluatively, transparently, understandably and logically, avoid narration
- Make the school recognisable from the report
- Tell the story of the school, not a route march through a list of criteria

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10. You will need the skin of a rhino

You will be inspecting alone

You will make people cry
People might make you cry

They might love you
They might loathe you

You might be remembered as the best thing that has happened to the school for years.

But... in the slightly amended words of Kipling...

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But... in the slightly amended words of Kipling...

If you can keep your head when all about you are losing theirs and blaming it on you,
If you can trust yourself when all others doubt you, but make allowance for their doubting too,
If you can wait and not be tired by waiting,
Or being lied about, don't deal in lies,
Or being hated, don't give way to hating,
And yet don't look too good, nor talk too wise.

If you can meet Triumph (Excellent) and Disaster (Inadequate) and treat those two imposters just the same;
If you can bear to hear the truth you've spoken twisted by those who don't understand...
If you can talk with crowds and keep your virtue,
Or walk with Leaders and not lose the common touch,
If neither foes nor loving friends can hurt you,
If all schools count with you, but none too much...
Yours is the Earth and everything that's in it,
And - which is more - you'll be an Inspector my friend!

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Training Sessions

- Variety of Learning opportunities: slide presentations, group and paired discussion, role play, tasks, unit books, online resources
- Benefit from the experience of your fellow trainees, acknowledge gaps in your knowledge
- Training is closely aligned to inspector competencies
- Competencies are closely aligned to the inspection process
 - A Knowledge and understanding of SIAMS
 - B Process
 - C Communication and conduct
- Daunting, challenging but supportive every step of the way

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Inspector competencies (contained within the Code of Conduct)

1. Demonstrate comprehensive knowledge and understanding of SIAMS documentation

- Have a thorough working knowledge of the current SIAMS Evaluation Schedule and demonstrate competency in its implementation in the specific context of the school.
- Be familiar and comply with all national SIAMS protocols, policies, and guidance, as presented within the SIAMS Toolbox.
- Have up-to-date knowledge and understanding of Church schools, especially in respect of governance, religious education and collective worship.
- Understand the protocol for contacting the SIAMS Duty Desk and do so as required.

2. Manage the inspection as a sequential process

- Adhere to all pre-inspection day timescales, especially in communicating with the school, writing the pre-inspection plan, and agreeing the timetable.
- Access and analyse evidence from a range of sources.
- Ensure that lines of enquiry are consistent with pre-inspection analysis of evidence.
- Create and revise throughout the inspection where necessary, a timetable that enables lines of enquiry to be explored in sufficient depth.
- Use all templates correctly to build a secure evidence base

3. Communicate clearly and fluently, both orally and in writing

- Establish positive professional relationships with school leaders in order to provide them with clear information in setting up the inspection.
- Establish and sustain professional dialogue that enables the collection of all relevant evidence.
- Communicate feedback and judgements sensitively but clearly and frankly, without fear or favour.
- Ensure that all written communication, including the pre-inspection plan and inspection report, are written in a fluent clear, and logical style that enables the school community to recognise itself and to accept judgements as fair.

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The content of the training will include caveats

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    graph LR
      A[Your final accreditation is national and for the long-term] --> B[Inspection arrangements likely to continue to change in short-term]
      B --> C[Core purpose of course: mastery of core skills]
      B --> D[We will equip you with tools to adapt to changes]
      C --> E[Keep you posted & ready for sign-off]
      D --> E
    
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The National SIAMS Team



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SIAMS Management & Training Officer (vacant)

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Zoom skills in the training room

Trainers may join or pop into breakout rooms

Hide phone, stay on camera
Check your messages during break

Can you come back from the breakout room?

Use chat to place questions for Q&A

Leave your other hats outside

Training room

Select side by side & speaker to watch slides

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What is SIAMS?

In an educational world of many competing voices, SIAMS elevates the importance of the school's vision and summarises what it means to be an effective Christian learning community.

The inspection schedule seeks to explore what it looks like for people to thrive and to live life fully in the context of a school. SIAMS shares the evaluation that it makes of this with the church, the school community and the Department for Education so that all those who have an interest in the school can understand the extent to which it is deeply Christian and serves the common good. It recognises and celebrates the diversity of church schools and their communities, and provides a framework within which individual schools can answer for themselves, 'What is the work of God in this place?'

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What is 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'

Church of England vision for Education

- It is a technical process, it requires craft-like knowledge and the well-honed skills of the inspector.
- It is a cyclical process that tracks how a school implements its vision over time.
- Ultimately it is an accountability system partly funded by the DfE

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SIAMS Toolbox – holds up to date copies of all inspection documents

The Toolbox holds documents that are designed to ensure all schools have the same high-quality experience of inspection.

Policies	Aides-mémoires Strands post COVID-19	Aides-mémoires Managing the process	Templates
SIAMS documents – some of which are publicly available on the SIAMS Inspections webpage, and some are restricted for Inspectors only. Publicly Available: • Revised Evaluation Schedule (September 2021) • SIAMS Appeals and Complaints Policy • SIAMS COVID-19 Policy • SIAMS Inspection Deferral Policy • SIAMS Information for Schools Restricted to Inspectors: • Code of Conduct (includes Inspector competencies) • SIAMS Duty Desk Protocol • Quality Assurance of Reports Policy • Notification of SIAMS Inspections Protocol • Scheduling and Publication of SIAMS Inspection Dates Protocol	Strand 1: Vision and leadership Strand 2: Wisdom, knowledge and skills Strand 3, 4 & 5: Character development Strand 6: The impact of collective worship Strand 7: The effectiveness of religious education	A-M P1: Inspecting different types of schools A-M P2: Managing the SIAMS process A-M P3: Preparing the inspection A-M P4: Building a secure evidence base A-M P5: Arriving at accurate grades A-M P6: Checklist for report writing A-M P7: Draft and Final Reports process	Templates ensure consistency in practice and provide a written record of how grades emerged. T1. Initial call to the school T2. Inspection Contract T3. Timetable T4. Pre-inspection plan (PIP) T5. PIP call T6. Evidence form (EF) T7. Mid-point Update T8. Final briefing & Areas for Development T9. Final feedback T10VA. Report VA Template T10VB. Report VA with guidance T10VC. Report VC Template T11. Draft SIAMS House Style Guide

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The SIAMS inspector flies solo

- a single inspector team
- a lone inspector

X not an adviser or a consultant

✓ but an inspector with a national role in holding schools to account

- in school for one day (two days in VA secondary)

The training is a skills-based course
It equips you to fly solo

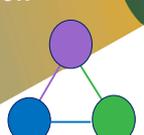


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Session B

The Inspection Question




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A critical understanding of SIAMS

What is the thinking underpinning SIAMS in 2021-2022?

- one overarching inspection question
- Church schools for all
- a vision with theological / biblical roots and relevant to the school's context
- pupils and adults flourishing
- the expectation that this a Good Church school
- verifying the school's own self-evaluation



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The question the inspector sets out to answer



How effective is the school's distinctive **Christian vision**, established and promoted by **leaders** at all levels, in enabling pupils and adults to **flourish**?

Note that it is the responsibility of leaders to establish the vision and be clear about what they stand for.



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Activity 1: These boxes are found in the schedule, but where?

How well the school's staff and leaders apply their Christian vision wisely and sensitively to ensure curriculum and extra-curricular opportunities meet the learning and spiritual needs of all learners. A	How well the school's Christian 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. B	How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect. C	How well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring its impact to ensure the school's original foundation is maintained. D
How effective the school is in ensuring that religious education expresses the school's Christian vision. E	The ways in which collective worship is an expression of the school's Christian vision. F	How well the school lives out that Christian vision in relationships and partnerships with key stakeholders. G	
How well the school's Christian vision supports the character and moral development of all pupils, giving them aspiration for themselves and hope for the communities of which they are a part, including where circumstances are difficult. H	How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together. I	How effective the school is in ensuring pupils flourish through the provision of high-quality religious education reflecting the Church of England Statement of Entitlement. J	



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Activity 1: Focus Question

Unpack the overarching inspection question

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



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10 Starters for 7 strands

- Strand 1 - D
- Strand 1 - G
- Strand 2 - A
- Strand 3 - H
- Strand 3 - B
- Strand 4 - I
- Strand 5 - C
- Strand 6 - F
- Strand 7 - J
- Strand 7 - E



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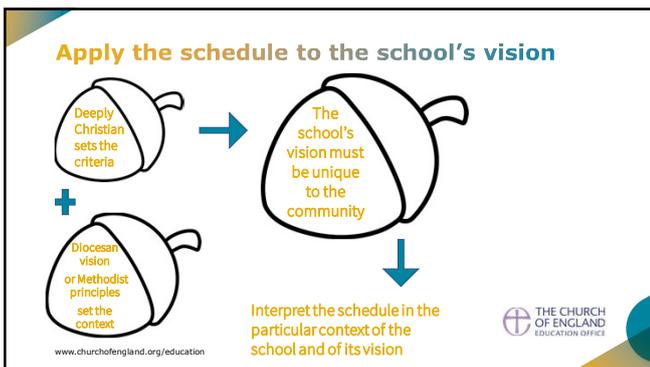
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Vision through the lens of context

Can you see the wood for the trees?

- Size?
- Type of school?
- Status?
- Partnership?
- Locality?
- Recent changes of headship?
- Achievements and awards?
- What else?

How does this link to the school's vision and your planning?
Refer to aide-mémoire – Inspecting different types of schools

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Context is everything

You will gather much detailed information about the school **but it is the big picture that counts**

- The context must inform the starting points for the inspection
- The context is a constant part of the inspection day. It shapes what you do, who you meet and what you talk about
- The context frames the inspection report

The Inspector must have a clear and accurate picture of the context.

What is the context?

- Community the school serves
- Status and recent journey of the school
- Information in the public domain
- Vision
- Vulnerable pupils

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The theological underpinning to the vision

What does theological underpinning mean?

Theology is the attempt to think and speak about the nature, character and activity of God in as true and consistent a way as human words will allow

Theology is rooted in and measured against Scripture (the Bible). However, Tradition (what the Church has taught and practised) and Reason (the use of our God-given capacity for rational thought) also play their part

It is often linked with or expressed through, a biblical quotation that expresses the theological teaching in a memorable way.

Therefore, the theological underpinning must be rooted in Christian beliefs about the nature of God and God's relationship to the world

It is not expected that all members of the school community will have a common belief about God, or even a belief in God

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Activity 2: Dilemmas the inspector will face

1. How much does the theological basis matter?
Is it a deal breaker?
What happens if there isn't a vision?

2. Does a set of core Christian values all linked to a biblical text count as a vision?

How significant is the vision?

3. What do you do if the vision is not appropriate?

4. How should an inspector evaluate a very newly formed vision?

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The connection between vision and values

How leaders apply the vision to strategic and operational matters

- The vision should be applied to the life and service of the school in terms of academic and personal flourishing for both pupils and adults (John 10.10).
- There should be evidence that the vision informs policy and practice and is implemented in a Christian manner

Evidence for how the vision enables everyone to flourish

- A vision which motivates should have outcomes in mind. How do leaders review and evaluate with the theological underpinning in mind?
- How do members of the school community understand ways in which the vision makes a difference to their experience of the day to day life of the school?

The schedule refers to associated values. Where do they fit?

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Be prepared to challenge common assumptions

Vision

- The schedule does **not** require a biblical text to accompany the vision
- It is **not** the role of parents or pupils to set the vision. It is the responsibility of leaders to set out what they stand for and explain/promote this to parents*
- It does **not** require pupils to explain the vision
- It is **not** expected that all members of the school community will have a common belief about God, or even a belief in God – Church schools are for all so there is no justification for exclusive language
- It is **not** the inspector's role to comment or advise on the vision

Strands

- Are **not** sub-questions to be graded
- Are **not** individually weighted, all seven contribute to the overall grade.

Strand 1 will always be important - the basis of answering the inspection question

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Activity 3: Time to Reflect

What is the connection between the Christian vision and its associated values in the inspection schedule?

Take a 5 minute break

Add a reflection, observation or question of your own to the chat.

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Session D: Inspection from Start to Finish

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Activity 4: Who does what and when?

Look at the notebook with the numbered inspection activities

It contains 22 stages of inspection

Working in groups, list the order in which they would take place

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From start to finish, protocols matter – why?

- National SIAMS Team allocates inspection and date is agreed
- Inspector informed of name of school
- Inspector researches information about the school in the public domain
- School is notified of inspection
- Inspector makes initial call to headteacher
- Inspector sends contract to the school
- Inspector sends timetable requests to school
- Inspector receives (summary) self-evaluation from school
- Inspector completes analysis of evidence so far and identifies LOE
- Headteacher drafts timetable
- Inspector sends PIP to school
- Inspector makes PIP call
- Evidence gathering activities
- Inspector reflects on evidence for LOE and emerging grades
- Inspector updates headteacher on progress of inspection
- Final briefing of headteacher and discussion of areas for development
- Preparation of final feedback
- Final feedback
- Inspector writes report
- QA reviews report (several drafts)
- Headteacher checks report for factual accuracy
- Report is published



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Session E: The Domino Line Translates into Templates

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Inspection timescales

DAY	WHAT HAPPENS WHEN?
10 days before	Inspector is confidentially notified of general school details
10 working days before	Inspector is confidentially notified of full school details
8 working days before	Inspector researches information about the school available in the public domain
7 working days before	School is notified of inspection by the National SIAMS Team (via initial phone call, then follow up email) with CC to the inspector, the DOE, and the Diocesan SIAMS Lead
6 working days before	Inspector contacts school to arrange conversation with headteacher (or email with CC to the DOE, Diocesan SIAMS Lead)
5 working days before	Inspector makes initial call to the school (telephone or virtual) Inspector sends timetable requests and contract to school School sends summary SEP, DGS, & SOP to inspector by end of school day
4 working days before	Inspector prepares PIP
3 working days before	Inspector receives draft timetable from school
2 working days before	Inspector sends PIP to school
1 working day before	Inspector calls headteacher to answer any questions about LOE or timetable
Day Zero	On-site inspection
1 working day after	Inspector writes the report
2 working days after	Inspector uploads first draft of report within 3 working days (72 hours) to the Portal for critical reading
3 working days after	Inspector sends the report to the school for factual check (School responds within 1 working day (24 hours))
10 working days after	Inspector finalises the report in the Portal and then emails the final report to the school (via email with CC to the DOE, Diocesan SIAMS Lead)
12 working days after	Report is published by the National SIAMS Team.

The process for notifying the school is centrally managed and will be the same across the country.

The initial call can be a telephone or a virtual conversation which makes it easier for a second colleague to join the headteacher.

The PIP is sent to the school 2 working days (48 hours) before the inspection. The PIP call is arranged for the following day.

It is an opportunity for the inspector to explain how the LOE emerged from the analysis of evidence and confirm practical arrangements.

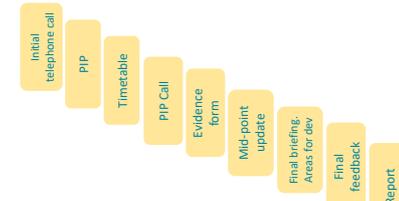
The inspector has 3 working days (72 hours) to complete the first draft of the report.

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The dominoes must be set up in the right order



Templates to guide you through the process

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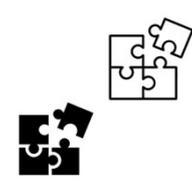
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Templates lead you through the process

Why use templates?

- ensures consistently good practice from inspection to inspection
- checks that all points are covered
- builds a secure evidence base
- maintains a dialogue with school leaders
- structures the inspector's thinking



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Activity 5

Look at these templates shared in the toolbox

- PIP call
- Mid-point update



What features do they have in common?

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PIP call

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SIAMS PIP call

School name	Inspector name	Date	Time	Form no.

Activity: Call to headteacher

- Check understanding of ODE, be prepared to explain rationale
- Check if any data or reports required will be available
- Confirm timetable arrangements
- Check if any staff are anticipated being absent for inspection
- Check any other outstanding issues or staff/competency/disciplinary procedures

Note:

- Where any clarification of ODE was sought or concerns raised
- Changes agreed to the timetable
- How in day the PIP will be conducted
- That signed contract has been received by inspector

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Mid-point update

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SIAMS Mid-point update

Inspector	School	Progression	Out	Time	Form no.

Notes of activity:

Date	Inspector	School	Progression	Out	Time	Form no.

Emerging grades

Grade	Collective worship	RE (St only)	Further evidence required

Changes agreed to timetable and other evidence to be made available

Note headteacher's response

Invite headteacher & ODE to propose areas for development after next or a later meeting

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Activity 6: Time to Reflect

Think back over the sessions:

What has surprised or given you pause for thought? Perhaps something reassured you

What has excited you?

Consider where you are in relation to the 3 competencies

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Session F: The Final Pattern

Ponder the words *Vision as keystone* – what is the thinking behind this?

Q&A

Preparation for the next session

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To prepare for the next session

60 minutes (30 minutes break and 30 minutes preparation)

Use your 30 minutes to read the following templates:

- Evidence form
- PIP

You can find them in the toolbox. If not working electronically, please print 3 evidence forms and 2 copies of the PIP template.

- Respond in the chat: 'One thing I will take away is...'
- For your own reflection, keep a running record of how you think you are beginning to meet the indicators of the competencies.

However, training is about more than indicators: think about how the training is shaping and challenging your thinking as a whole inspector person.

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SIAMS Inspector Training 2022:
Blueprint & Tools
 Trainers: Margaret James, David Tait & Jayne Pavlou



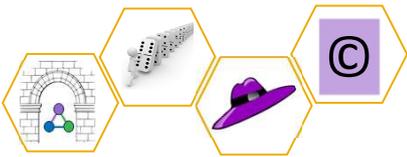
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Session G: Checking Back



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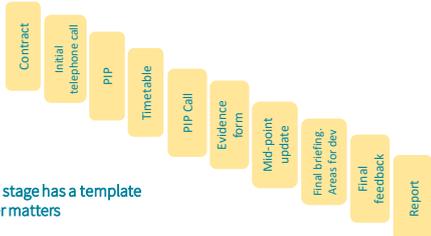
The story so far...




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Each domino represents a stage in the process



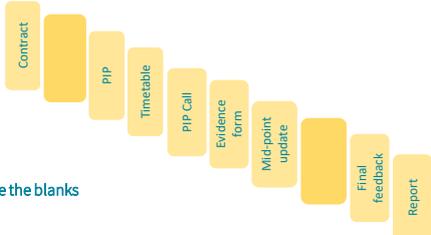
Each stage has a template
 Order matters



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Order matters



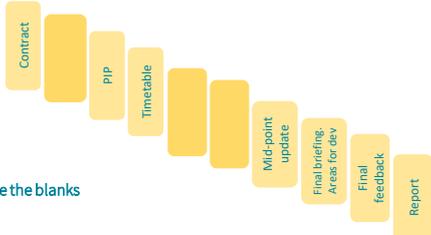
Name the blanks



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Order matters



Name the blanks



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Session H:
If it does not have an evidence form...it doesn't count



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What counts most are the pink boxes



What do I know now that I didn't know at the start of the activity?

- Are there any evidence trails that are now complete or judgements that can be sealed?
- Is there any more evidence I need or any new issues to pursue?



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What was it you wanted to know? It's in the top box

LOE Lines of enquiry
(listed in the PIP)

- Address them first in every meeting
- Address them in the context of the school's vision
- Write the school's vision (or key words/phrases) to prompt you
- Pre-populate boxes on every EF



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...and the white box contains evidence from your conclusions

- Include evidence for impact of the vision
- Evaluate, avoid narrative
- Note potential quotes and illustrations for the report

Make use of the margin to:

- speed up your evaluation
- note the significance of the evidence
- highlight particular topics such as spiritual development **SP** or a strand **S3**
- note where evidence is triangulated **Δ** or vision demonstrated **V**
- **develop your personal style**



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PINK:

- Conclusions move inspection to next stage
- Joined together, they tell the story of emerging judgements

White:

- Prove your conclusions

M:

- Highlight significant evidence



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PINK:

White:

M:



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Practicalities work towards competencies

- Manage time so that EFs are **completed immediately** and not left until after the inspection
- Writing is **legible** or work electronically
- Language is **professional**
- Pupils' names should **not be recorded**
- Confidential or sensitive information is **clearly identified** (underlined/highlighted)
- Prepare forms **in advance**

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Activity 6: Time to practice in real time

Two of the trainers will role play an interview
 Margaret is the inspector and David is head of RE in a VA secondary school
 We will take about 5 minutes (usually 20-30 on inspection)

Complete the evidence form as you would on inspection (white boxes). When the interview finishes, you will have 2 minutes to complete the **PINK** boxes.

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Activity 6: Top boxes for this activity

Vision
 Growing in mind, body and spirit, all who learn and work here may flourish.

LOE

- Opportunities for pupils to gain an understanding of a range of religions and worldviews
 - Outcomes and progress in RE

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Activity 6: Time to practice in real time

Move into your breakout rooms. You will be in groups of 3 or 4.
 Compare what you have written in the **PINK** boxes.
 Be prepared to justify this to the group from the **WHITE** boxes.

You have 10 minutes

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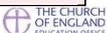
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How well did your PINK boxes match this example?

Strengths in provision, evidence of the vision's impact, LOE completed	Shortcomings in provision, further evidence needed, new line of enquiry
RE dept well provided for with resources HOD enthusiastic Strong focus on Xtianity - HOD very knowledgeable on this All LOE still active	Limited access for all pupils to engage with other places of worship or faiths other than Xtianity Very few enter GCSE - selective not inclusive Staff CPD weak Impact of vision unclear - flourishing? → check profile, policy and promotion of RE with gors

Do the comments comply with the prompts?

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What will you add to the chat?

What have you learned about the nature of inspection from the sessions so far?
 Have you learned anything about yourself?



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Analysis shapes the inspection

Analysis is a detailed examination of anything complex in order to understand its nature or to determine its essential features

What does it mean?
How do we do it?
Why is it so important?

When you start, it is important to remember you are

- ✓ analysing
- ✓ evaluating

using the evidence available to you

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Nightlife in Newbury is outstandingly safe and vibrant

NEWBURY has been recognised as a safe, vibrant night-time destination after the town retained its Purple Flag status.

The award aims to raise the profile of the town and its appeal to visitors and to encourage the town to continue to improve its safety and security.

What does it mean?
 How do we do it?
 Why is it so important?

When you start, it is important to remember you are

- ✓ analysing
- ✓ evaluating

using the evidence available to you

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Activity 7

Analyse the newspaper articles in the notebook

As a group of 3, write a brief statement in around 100 words of whether or not you agree with the council's statement that 'Nightlife in Newbury is outstandingly safe and vibrant'

Explain your view without repeating what these articles have told you

What more do you need to know either to verify or challenge the council's judgement?

You have 25 minutes

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A possible response to the Newbury report

Whilst the article about its purple flag accreditation gives a positive impression of Newbury's nightlife, additional evidence calls into question the assertion of outstanding safety and vibrancy. It is not clear whether the closure of two restaurants has significantly reduced the diversity on offer. Similarly, the information available does not indicate how unusual knife crime, or other instances of violence, are in the town. Whilst the police seem to be active in investigating the knife attack reported, without CCTV cameras it is unclear how the frequency of disturbances is monitored. As the articles available are not dated, there is a lack of clarity about the relationship between them.

Lines of enquiry

1. Whether the available articles are about the same period in time
2. How the closure of the two restaurants named has reduced the diversity of Newbury's nightlife
3. The availability of figures about crime, violence and disturbance in Newbury during evenings and night times.

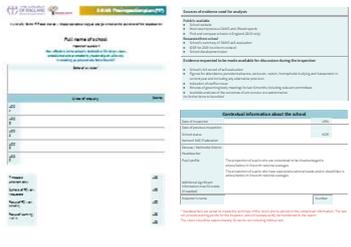
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Transfer what you have learned

Newbury report → PIP



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Add your reflections to the chat.

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Session J: Planning the inspection

The PIP

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Lines of enquiry LOE flow from your analysis

LOE:

- arise from the analysis
- are areas of uncertainty/things which are contradictory / not mentioned
- are significant issues which will affect the grade awarded
- should link back to the inspection question and the vision.
- raise single not multiple issues
- are centred on impact

Some examples of how they might read:

- Consider how the distinctive vision infuses and shapes the strategic and operational direction of the school
- How the school curriculum, underpinned by the vision, is supporting the spiritual development of all pupils
- Explore how the vision impacts on pupils' behaviour
- The extent to which the school's vision has driven the design of a rich and engaging religious education (RE) curriculum that enables all pupils, including those with SEND and those eligible for the PPG, to flourish.

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Activity 8: Write a partial PIP completing the lines of enquiry

The task is designed for you to test out your skills in the process of preparing the PIP

1. Use the summary SEF in the notebook
2. Analyse it carefully
3. Add the lines of enquiry you would wish to pursue – these must arise from your analysis
4. Leave the other boxes empty

*We have allocated 45 minutes for this task.
30 minutes independent work and 15 minutes feedback and discussion in breakout rooms.*

*Take yourselves off camera and mute your microphone but stay in the training room.
We will still be here if you have any questions.*

We will give you a **5 minute** alert before it is time to move to breakout rooms.

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School's vision for the task

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

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Criteria for Independent Task

These are the criteria that we will use to feedback on this task:

LOE

- arise from the analysis
- relate to inspection question and vision
- raise single not multiple issues
- probe significant questions that will affect grades awarded

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Session K: The Final Pattern

Ponder the title *Blueprint and the Tools* – what is the thinking behind this?

Q&A

Preparation for the next unit

A reflective moment

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To prepare for day 2...

Review the SIAMS toolbox in light of today's training

Please read through the following aide mémoires:

- A-M P1. Inspecting different types of schools
- A-M P2. Managing the SIAMS process
- A-M P3. Preparing the inspection
- A-M P4. Building a secure evidence base

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...From the prayer for understanding...

Instruct my tongue,
And pour upon my lips the grace of your blessing.

Give me acuteness to understand,
Capacity to retain,
Insight to interpret,
Facility to learn,
And eloquence to speak.

Guide me in my beginnings, direct my progress,
And set your seal upon my conclusions;
For you alone are truly God and truly man,
And live and reign with the Father and the Holy Spirit, one God,
World without end. Amen.



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St Thomas Aquinas, Prayer for Understanding, from Heart of Pilgrimage, Ed Eamon Duffy (Bloomsbury, 2013)

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