**SIAMS Inspector Training Day 2**

Example timetables

1. Small VA Primary

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| School name | Small VA First School - maintained | Inspection date |  |
| Activities and meetings to be included in the inspection timetable | | | |
| 1. **Regular updates with the headteacher**   **A senior leader may join these meetings at discretion of headteacher**  **Amendments may be made to the timetable in the light of these meetings.** | | Inspector’s notes | Suggested time slot |
| **Inspector mid-point reflection time** on emerging grades and focus of afternoon activities  **Mid-point update of headteacher** (End of lunchtime/end of first day) | |  | 30  15 |
| Inspector final reflection on grades once evidence gathering complete  **Brief headteacher on final grades (confidential) and discuss areas for development** | |  | 20  15 |
| Preparation of final feedback  Final feedback to give provisional final grades, key findings, and areas for development. Attendees will normally be no more than SLT, a representative of governors and possibly the MAT and Diocese. | |  | 30  20 |
| 1. **Meetings about …**   **Headteacher to suggest who might join meetings to provide the best evidence** | | Inspector’s notes  (use colour coding to see combined meetings) | Suggested time slot |
| Christian leadership and strategic direction | | Headteacher + any other sig staff & govs | 60 |
| Curriculum and achievement | | Curriculum lead/Deputy Head | 30 |
| Pastoral care and management of additional needs, behaviour, and vulnerable pupils | | Combine with Leadership meeting |  |
| Impact of vision and leadership on professional work and wellbeing of adults | | Combine with Leadership meeting |  |
| Impact of vision and leadership on flourishing of pupils (incl. RE) | | 2 groups – KS1 and KS2  Max 8 pupils in each | 20 + 30 |
| Character development – Strands 3, 4 & 5 | | Combine with the following two meetings if there is a staff overlap | 45 |
| Collective worship | |  |  |
| Religious education (+ additional separate work scrutiny & observation of classroom practice with RE Lead) | |  | 60 |
| 1. **Observing the school in action**   **The school is not expected to change its timetable or planned events.** | | Inspector’s notes | Suggested time slot |
| Learning walk of classrooms and outdoor learning | | Headteacher – look at the theory into practice | 20 |
| Collective worship in whatever form it takes place | |  |  |
| Social times outside of lessons | | Meet parents at the gate, pupils in playground, lunchtime | 30 each |
| **Telephone calls** | |  |  |
| Telephone calls with representatives of the MAT, Diocese, MAST can be arranged before the inspection but only once the PIP has been sent to the school. | | * I will arrange to speak with a diocesan rep. before the inspection day. * The vicar is unavailable on the inspection day – I will speak with her by phone before the inspection. * Are governors available on the day? |  |

1. Large urban secondary academy (VA 2 days)

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| School name | Large urban secondary academy (inspected as VA – 2 day) | Inspection date |  |
| Activities and meetings to be included in the inspection timetable | | | |
| 1. **Regular updates with the headteacher**   **A senior leader may join these meetings at discretion of headteacher**  **Amendments may be made to the timetable in the light of these meetings.** | | Inspector’s notes | Suggested time slot |
| **Inspector mid-point reflection time** on emerging grades and focus of afternoon activities  **Mid-point update of headteacher** (End of first day + end of lunchtime day 2) | |  | 30 x2 (1 each day)  30 x2 |
| Inspector final reflection on grades once evidence gathering complete  **Brief headteacher on final grades (confidential) and discuss areas for development** | |  | 20  15 |
| Preparation of final feedback  **Final feedback** to give provisional final grades, key findings and areas for development. Attendees will normally be no more than SLT, a representative of governors and possibly the MAT and Diocese. | |  | 30  20 |
| 1. **Meetings about …**   **Headteacher to suggest who might join meetings to provide the best evidence** | | Inspector’s notes  (use colour coding to see combined meetings) | Suggested time slot |
| Christian leadership and strategic direction | | Headteacher, deputies, head of 6th form & govs  MAT CEO and/or Trustees | 90  30 |
| Curriculum and achievement | | Departmental leads for Eng, Ma, Art, Music, PSHE, RSHE  SENDCo, inclusion, attendance) | 60  60 |
| Pastoral care and management of additional needs, behaviour, and vulnerable pupils | |  |  |
| Impact of vision and leadership on professional work and wellbeing of adults | | Selection of teaching and non-teaching staff, newcomers and longer standing members of staff | 40 |
| Impact of vision and leadership on flourishing of pupils | | KS3 x2 gps  Year 10  Year 11  6th form x2 gps  Please include pupils whom you deem vulnerable in each group.  Max 8 in each group. | 30 per gp = 3 hrs |
| Character development – Strands 3, 4 & 5 | |  |  |
| Collective worship | | Lead/team/parish/vicar | 45 |
| Religious education | | Head of RE + scrutiny of work + observe classroom practice | 120 |
| 1. **Observing the school in action**   **The school is not expected to change its timetable or planned events.** | | Inspector’s notes | Suggested time slot |
| Learning walk of classrooms and outdoor learning | | 2 members of 6th form | 45 |
| Collective worship in whatever form it takes place | | Observe what is deemed typical provision in each KS & 6th form | 60 |
| Social times outside of lessons | | Break times, lunch, common room | 40 x2, Day 1 |
| **Telephone calls** | |  |  |
| Telephone calls with representatives of the MAT, Diocese, MAST can be arranged before the inspection but only once the PIP has been sent to the school. | | * I will arrange to speak with a diocesan rep. before the inspection day. * Are governors available on the day? |  |

1. Large 3 form entry VA Primary

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| School name | Large 3 FE VC Primary | Inspection date |  |
| Activities and meetings to be included in the inspection timetable | | | |
| 1. **Regular updates with the headteacher**   **A senior leader may join these meetings at discretion of headteacher**  **Amendments may be made to the timetable in the light of these meetings.** | | Inspector’s notes | Suggested time slot |
| **Inspector mid-point reflection time** on emerging grades and focus of afternoon activities  **Mid-point update of headteacher** (End of lunchtime) | |  | 30  30 |
| Inspector final reflection on grades once evidence gathering complete  **Brief headteacher on final grades (confidential) and discuss areas for development** | |  | 20  15 |
| Preparation of final feedback  **Final feedback** to give provisional final grades, key findings, and areas for development. Attendees will normally be no more than SLT, a representative of governors and possibly the MAT and Diocese | |  | 30  20 |
| 1. **Meetings about …**   **Headteacher to suggest who might join meetings to provide the best evidence** | | Inspector’s notes  (use colour coding to see combined meetings) | Suggested time slot |
| Christian leadership and strategic direction | | Headteacher, other sig staff & govs | 45 |
| Curriculum and achievement | | Subject leads + SENDCo | 45 |
| Pastoral care and management of additional needs, behaviour, and vulnerable pupils | |  |  |
| Impact of vision and leadership on professional work and wellbeing of adults | | Selection of teaching and non-teaching staff, newcomers and longer standing members of staff | 40 |
| Impact of vision and leadership on flourishing of pupils | | KS1 x1  KS2 x2 gps  Please include pupils whom you deem vulnerable in each group.  Max 8 in each group. | 20)  20 each (40) |
| Character development – Strands 3, 4 & 5 | |  |  |
| Collective worship | | Lead/team/parish/vicar | 30 |
| Religious education | | RE Lead + scrutiny of work | 45 |
| 1. **Observing the school in action**   **The school is not expected to change its timetable or planned events.** | | Inspector’s notes | Suggested time slot |
| Learning walk of classrooms and outdoor learning | | Headteacher – theory into practice | 30 |
| Collective worship in whatever form it takes place | |  |  |
| Social times outside of lessons | | Break times, lunch, school gate – parents | 45 |
| **Telephone calls** | |  |  |
| Telephone calls with representatives of the MAT, Diocese, MAST can be arranged before the inspection but only once the PIP has been sent to the school. | | * I will arrange to speak with a diocesan rep. before the inspection day. * Are governors available on the day? |  |



**Inspection key findings**

**Report A**

* The headteacher provides inspirational, challenging and supportive Christian leadership. He has worked with the community to articulate the biblical roots of the longstanding, inclusive Christian vision and this influences decisions about the curriculum.
* Inspirational collective worship makes vibrant use of creative arts. Students and adults relate its transformational impact on their lives. It often results in students becoming advocates for change and taking compassionate action. Community events and passionate students enrich worship in the community.
* Exceptional support for wellbeing and mental health is provided for all, including the most vulnerable.
* Although this compassionate and nurturing environment often changes lives, not all students make good progress. Strong leadership, informed by the Christian vision, is driving a range of initiatives to address this by securing good behaviour and improving teaching and learning. These are making a tangible impact.
* RE provides a safe space to explore beliefs. It enables students to value diversity. Most students make good progress. However, the most able are not always sufficiently challenged

**Report B**

* The school recognises its status as a church school but does not have a biblically rooted, developed Christian vision for the school. Consequently, leaders and staff do not relate their planning, policies and practice to a shared Christian vision.
* The time allocated to collective worship is enjoyed by pupils. However, it rarely makes reference to Bible stories or Christian beliefs and does not support pupils in gaining an understanding of prayer. It is not delivered in accordance with the school’s trust deed.
* Governors have not ensured that monitoring and evaluation of the school as a church school takes place regularly in order to support school development effectively.
* Relationships displayed by staff and pupils result in mutual respect and good behaviour. These are clearly linked to the school’s new Christian values. All pupils, particularly the more vulnerable, are known and cared for as unique individuals. However, few are appropriately challenged to reach expected or better levels of academic progress.
* Religious education (RE) lessons interest pupils and they contribute well to discussions of a range of different faiths.

**Report C**

* The Christian vision powerfully expresses the school’s strong sense of service to this diverse community. It has been successfully embedded by successive leaders and governors whose decisions profoundly influence the lives of all within the school community. The school is widely recognised as beacon of excellence for church school education within the locality and beyond.
* The Christian value of service shines through all areas of the school’s work and is a constant thread through management systems. Adults and pupils work unstintingly for the wellbeing and flourishing of others. Exceptional levels of team work result in skills and talents being harnessed so that all experience success in professional, personal and academic achievements.
* Pupils are articulate advocates for change, confident and ready to challenge injustice and inequality. Radical and ethical changes to the curriculum develop global as well as local awareness of disadvantage and deprivation. Pupils are highly motivated to take positive action independently.
* Collective worship is inspirational and exemplary. Pupils and adults show an impressive inner confidence to talk openly of spiritual and moral matters.
* Pupils are inspired and stimulated by religious education (RE). They recognise it as a challenging but safe space to explore their own and others’ religious, spiritual and philosophical beliefs critically and openly.

**Report D**

* The school’s Christian vision is not fully understood across the school community. Its theological basis does not consistently feed into policies and practice, including religious education (RE) and collective worship. This has slowed the school’s development as a Church school.
* A supportive and caring ethos exists and warm relationships mean that adults and pupils feel part of one family. This has been largely maintained through various changes in staffing because a core set of Christian values is well established but is not linked to the vision.
* Pupils show respect to each other including those with additional needs, those from a variety of backgrounds and to adults within the school. Pupils have limited opportunities, however, to respond to injustices in the wider world or engage in social action projects arising from curriculum topics.
* Academic outcomes are not securely strong across all groups of pupils.
* The school is only now developing a shared understanding of spirituality as the result of increased monitoring by governors. Opportunities for spiritual development have a higher profile in collective worship but do not extend into the rest of the school day.

**Report writing self-directed support resources**

**Activity 1**

Before you begin these activities, review the House Style and Checklist for report writing

**Activity 2**

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| **The inspection findings have a suggested word limit of 1000 words. This means that writing succinctly will be an important skill.**  **5 ways to be more succinct**  **1. Keep to one idea per sentence**  Start with the main point as it will capture the reader’s attention. There are three benefits of doing this:  • sentences are shorter  • it requires less description  • it highlights the evaluation  **2. Evaluate first**  We often write unnecessary description and then write about the effect it has. The ‘cause and effect’ link is important but it can get lost in too much description.    It is possible to sustain the focus on evaluation and still write succinctly. Look at how the green version weaves in just enough description to explain the impact. It is impact that a report is about.  *The grass has grown very long and the weeds have taken over the flower beds. This is because the warm weather and just enough rain has encouraged growth. As a consequence, the gardener spent a whole day weeding and mowing on Saturday.*  (42 words)  The gardener spent all of Saturday weeding and mowing the garden because everything has grown hugely during recent favourable weather.  (20 words)  **3. Aim for no more than 20 words**  Long sentences are harder to read and the point you are making may be lost. They can usually be split in two. If it cannot be avoided, punctuate accurately.  **4. Cull unnecessary words**  Ask yourself if there are any words that add mothing to the sentence.  **5. Use the active voice**  A sentence is written in the active voice when the subject of the sentence performs the action in the sentence. A sentence is written in passive voice when the subject of the sentence has an action done to it by someone or something else.  *The video was posted on Facebook by Alex* (passive)  *Alex posted the video on Facebook* (active)  The active style is more lively, more interesting to read , more purposeful and uses shorter sentences. Think about who the main player is (pupils, leaders, diocese) and start there.  We sometimes use the passive voice to ‘soften’ the message because it is couched in more words. It is better to be clear and direct about who is/is not doing what they should. Write what the reader needs to know and do it succinctly. |

Rewrite this extract to make it briefer and more succinct.

There are significant opportunities and spaces in the school for learners to develop their spirituality, for example, prayer/reflection spaces in each classroom, outside reflection space and access to artefacts to aid reflection and prayer. Children regularly use these spaces and engage daily with the spiritual element of their lives. Consequently the school is developing reflective, receptive and considerate young people who are clearly aware of the needs of others. This provision and practice motivates personal spiritual development.

Avoid sentences that are much longer than 20 words

Rewrite the following example so that the meaning remains the same but no sentence has more than 20 words.

Collective worship and prayer are at the heart of the life of the school, with a conscious decision being made by senior leaders and governors, to create an area large enough for whole school to worship together in the new school building, in order that the school could gather together so that the strong Christian family ethos could be maintained at a time of expansion.

**Activity 3**

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| **Church schools for all- inclusive language**  Church of England schools are expected to be unapologetic places where the Christian faith and values are lived on a day to day basis. However, they welcome young people and their families from all backgrounds and religious persuasions as children of the one God.  It is therefore important that the language used in schools and in reports about them recognises both the distinctive character of the school and the genuinely inclusive welcome it offers to all. In simple terms, language should not express assumptions about a faith shared by everyone in the school. |

**Why are the following examples from SIAMS reports inappropriate?**

**How might they be reworded?**

1. Pupils welcome God, Jesus His Son and the Holy Spirit at the start of every worship.
2. ‘The school’s Christian values teach our children to treat others as you would like, to go to church regularly and to pray to God.’
3. The children are able to talk with understanding about the trinitarian nature of God.
4. Visits to other places of worship and visits from other cultures and faith leaders happen frequently.
5. Children learn about faiths other than Christianity in RE.

**Activity 4- unambiguous language**

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| **Have you written what you mean?**  In everyday speech, we often say things that are ambiguous and yet everyone understands us exactly as we intended. In formal writing, however, we must be alert to any possibility of misunderstanding and so avoid alternative interpretations that were not what we intended.  Here is an example:  *‘I need my hair cut badly.’*  We all know what is meant but it is unlikely that the speaker/writer really meant what this says, namely, that the person wanted their haircut to be of poor quality. The speaker/writer is more likely to have meant that they were desperate for a haircut. ‘I badly need my hair cut.’  In Jamie Oliver’s book Jamie cooks Italy, there is an amusing image created by this sentence:  *Peel the onion, then finely chop with the courgette.* All readers will understand what was meant but more accurately it should have been written as  *‘Peel the onion then finely chop both the onion and the courgette.’* It would be impossible to chop an onion using a courgette.  **Avoid advisory language except for the Areas for development on the report.**  We can be tempted to write in an advisory tone because it sounds kinder and less harsh. It is important to distinguish between the role of adviser and inspector. In a report, therefore, this means making a clear statement about what is not in place or is not done well.  The areas for development on the front page of the report must be better and why. It should not suggest how this might be done as that is the decision of the school. |

Explain the difference in meaning between the sentences in the following pairs. In each case, the first one has been taken from a SIAMS report.

The children behaved well in the worship observed on the day of the inspection linked to the colours of the church year.

The children behaved well in the worship about the colours of the church year observed on the day of the inspection.

The school is currently in a period of transition from a lower school to a primary school and has Year 5 pupils on roll for the first time since September 2017.

The school is currently in transition from a lower school to a primary school and since September 2017 has Year 5 pupils on roll for the first time.

The school’s distinctive Christian vision of ‘working together in God’s hands’ inspires the positive relationships between all members of the school community, their excellent behaviour and their improving attainment.

The school’s distinctive Christian vision of ‘working together in God’s hands’ inspires the positive relationships between all members of the school community, pupils’ excellent behaviour and their improving attainment.

This can be seen in the strong tradition of charity work both locally and overseas.

This can be seen in the strong tradition of supporting local and overseas charities.

Rewrite the following examples from SIAMS reports as statements of what is happening now rather than as advice for the future.

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| 1. At present pupils’ spiritual understanding is underdeveloped and there is a need to further their cultural development across the curriculum. 2. Statutory requirements are met but there is a need for a more systematic process to plan, monitor and evaluate the impact of worship on the school community as currently there is no system to gather and utilise any feedback. 3. Pupils’ spiritual development is supported through the use of prayer in collective worship and at lunchtimes. Some classrooms have well-planned reflection areas which enhance this further, enabling pupils to express their own thoughts and prayers. This good practice would benefit from being extended across all classes to ensure all children have the same opportunities available to them. 4. In lessons, children behave respectfully and engage with the learning well although there is a need to utilise more open-ended tasks with enquiry and reflection skills so that they can fully demonstrate their understanding. |

**Activity 5 – key findings**

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| The word ‘key’ means more than ‘significant’ or ‘important’. In ‘key findings’, think of it as unlocking the grade to reveal why the Excellent, Good, Requires Improvement or Ineffective has been selected.  The key findings should note:   * the stage the school has reached in its journey as a Church school * the factors that most clearly led to the grade of Good   + the implications of significant shortcoming where the grade is less than Good   + the effect of exemplary practice where the grade is Excellent * the role played by the Christian vision * ways in which pupils and adults flourish   In all schools, one key finding must be about collective worship  In VA schools, one key finding must be about RE |
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Report writing skills apply to key findings as well as inspection findings. This means mainly short sentences, active voice, familiar and inclusive language.

Here are some examples of well-written key findings (not from the same report)

**Identify an aspect of each one that demonstrates good writing practice. What do you think the grade might be?**

1. Adults and pupils support the recently agreed vision statement. This has clear links to the teaching of Jesus. However, it is too early to evaluate the effectiveness of this vision and this prevents the grade from being higher.
2. A hallmark of the academy is its outreach work within the community. The principles of dignity and respect for all are actively lived out in practical ways which improve the life chances of pupils, families and residents who live nearby.
3. Collective worship binds the school community together. It is inclusive and respectful of the range of faiths and backgrounds represented in the student body. This exemplifies the positive impact of the vision of cherishing all as precious to God. (6th Form)
4. The provision for religious education (RE) does not meet statutory requirements as a church school.
5. Pastoral care reflects the deeply held commitment to a vision of ‘Following Christ’. The youngest children in school explain how this helps them to work and play together.

**Some suggested potential solutions**

Activity 2

Pupils are motivated to develop spiritually by the significant access they have to spaces and artefacts for prayer and reflection. Consequently, they grow into reflective, receptive and considerate young people who are sensitive to the needs of others.

Activity 3

The first example assumes a commitment to faith in a trinitarian God which is unlikely to be true in most CE schools. It is also unlikely to be true that even if stylised words are said that pupils actually ‘welcome’ God at the start of collective worship.

The second example, from a school with significant multifaith diversity certainly gives the potential for interpretation as coercion and indoctrination.

The third example again assumes that everyone has an understanding of God as three in one. This will not be true, at least, for Muslim pupils. The sentence could be made acceptable by a simple addition ie The children are able to talk with understanding about the Christian belief in the trinitarian nature of God.

The final example invites the question other than what? It also makes it sound as though pupils do not visit and learn about Christian places of worship.

Activity 4

*The children behaved well in the worship observed on the day of the inspection linked to the colours of the church year.*

*The children behaved well in the worship about the colours of the church year observed on the day of the inspection.*

The difference here is that in the first sentence the inspection is linked to the colours of the church year whereas in the second it is clear that the worship seen during the inspection is what was linked with the colours of the church year.

*The school is currently in period of transition from a lower school to a primary school and has Year 5 pupils on roll for the first time since September 2017.*

*The school is currently in transition from a lower school to a primary school and since September 2017 has Year 5 pupils on roll for the first time.*

The example here came from a report written in November 2017. The original sentence says that the Year 5 pupils have just joined the school in November, for the first time since September.

The corrected sentence makes it clear that the school has been extended to include Year 5 pupils since the start of the current academic year.

*The school’s distinctive Christian vision of ‘working together in God’s hands’ inspires the positive relationships between all members of the school community, their excellent behaviour and their improving attainment.*

*The school’s distinctive Christian vision of ‘working together in God’s hands’ inspires the positive relationships between all members of the school community, pupils’ excellent behaviour and their improving attainment.*

The original sentence says that the excellent behaviour and improving attainment of all members of the school community (teachers, governors, parents) is the result of the school’s distinctive vision. The corrected sentence restricts commentary on these aspects to pupils rather than all members of the school community.

*This can be seen in the strong tradition of charity work both locally and overseas.*

*This can be seen in the strong tradition of supporting local and overseas charities.*

Although some secondary schools run oversees charity work trips for pupils, this doesn’t happen in primary schools. This example is from a report on a primary school. The corrected sentence makes it clear that the school supports overseas charities rather than having pupils who actually undertake charity work overseas.

At present, provision for pupils’ spiritual understanding and cultural awareness is underdeveloped.

Statutory requirements are met but there is no system to gather and utilise feedback about the impact of worship.

The inconsistency of this provision means not all children benefit from the same opportunities.

In lessons, children behave respectfully and engage with the learning well. However, insufficient use of open-ended tasks with enquiry and reflections skills means pupils are not always able to demonstrate their understanding.