


SIAMS Inspector Training 2021-22
Day 2: *Gathering evidence, secure judgments*

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Session A Context
Establishing the big picture

- National protocols exist for scheduling inspections and for who does what and when.
- The training currently focuses solely on how the inspector prepares for inspection.
- At the end of the training, we will cover procedures that are in place at that time.




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You...will be consistent, regardless 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

Be insightful in interpreting the criteria in the context of the school

This is not easy
This is vital
This is the job



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You...will show intelligent flexibility

Understanding the schedule in the school's context means you can be **intelligently flexible** when you need to be.

Q What will leave the school in the best possible place to move forwards?
A Your decision will be entirely context-specific

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Activity 1

Use 20 minutes to look at the website of a Church school - any Church school in the country and one you do not know.

Quickly scan the contents of the school's website
Note what exists that might give the inspector the following information:

1. The school's Christian vision
- Is there more theological explanation than a biblical text?
2. Indications of pupils flourishing
Connections between the vision and what leaders do (incl governors) to bring about flourishing

No need to record the details of the evidence, just that it exists



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Activity 2

Take 5 minutes to think about the questions below independently
Then join the breakout rooms and share your findings from your website research 10 mins
Today, it would be helpful to appoint a timekeeper in your group, share this job around

- What were the most fruitful areas of the website for exploring flourishing of children and adults?
- How much have you gleaned about the context of the school?
- What information is in the public domain that was not on the website?



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Template: the initial call to the school (T1)


The call is made after the school is notified of the inspection.
The headteacher may have a senior colleague in the room so may request to use the speaker or zoom/teams.
The template for the initial call works like a script. You must follow it.

The purpose of the call is:

- To establish the context of the school for the inspection
but not to gather evidence
- To make practical arrangements

What are the implications of this for your conversation?

Take 1 minute to remind yourself of the template
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Activity 3

You are going to hear part of the telephone call between a headteacher and the inspector.
Practice using the template.
Margaret is the Inspector and David is the Headteacher.
It will take about 5 minutes.
Use your template to record crucial information.

In your In your breakout rooms, reflect on the inspector's strategies. 5mins

- What went well?
- What could have been done better?
- Did they navigate the distinction between establishing context and gathering evidence?
- Which elements of the SIAMS competencies does this cover?

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The PIP

School's vision*

* Headteachers are asked to create the summary of the vision and to advise on the contextual information. The text will provide starting points for the inspector and will subsequently be transferred to the report.
The vision should be approximately 50 words not including biblical text.

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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
- Explore how the Christian vision impacts on pupils' behaviour
- The extent to which the school's Christian 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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Lines of enquiry

LOE
Consider the strengths and weaknesses of the following LOEs. How might they be improved?

- Explore how spiritual flourishing of both adults and pupils is encouraged
- How does collective worship support the spiritual flourishing of adults and pupils?
- Explore how pupils are encouraged to be advocates of change
- How school leaders monitor the impact of vision
- Explore how RE is an expression of the school's Christian vision
- How the church/school partnership is of mutual benefit

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Lines of enquiry

LOE- suggested potential improved examples

- How the school encourages and supports the spiritual development of pupils and adults
- Explore how the approach to collective worship reflects the school's Christian vision
- How the school's vision encourages pupils to think about their place in wider global society
- How leaders know that the Christian vision is driving the actions of the school
- The effectiveness of the school's Christian vision in instilling a culture of aspiration in learning in RE
- The extent to which the school's vision is driving the school's partnership working

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Return to page 2 of the PIP

Contextual information about the school	
Date of inspection	U R N
Date of previous inspection	
School status	N O B
Name of MAT/Federation	
Diocese / Methodist District	
Headteacher	
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above/below/in line with national averages. The proportion of pupils who have special educational needs and/or disabilities is above/below/in line with national averages.
Additional significant information (max. 50 words if needed)	
Inspector's name	N O B T

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Aide-mémoires are a vital reference point for inspectors

Aide-mémoires:

- Lay out on single pages the principles and rationale for inspection practice- process and strands
- Set clear, unequivocal expectations of the inspector to promote consistency
- Are an easily accessed reference and reminder of training.

Read and inwardly digest them, then revisit regularly.

This session builds on the aide-mémoire for timetabling.

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Working electronically

1. Documents must be written in Microsoft Word
2. Handwrite or type?
 - Templates completed on school site – inspector's own choice
 - All templates sent to school electronically – PIP, timetable template, report - typed

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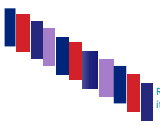
15 mins.

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Session B A timetable tailored to the school



Remember the dominoes, each one depends on the one before it.

Your evidence will only be as secure as the timetable that enabled you to gather it.

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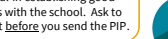
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Tailor your timetable to the school

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    graph TD
      A[TIMETABLE] --> B[There is no such thing as 'one size fits all'  
Two factors determine the timetable]
      B --> C[Context]
      B --> D[Lines of enquiry]
      C --- E[Practical tips]
      D --- E
      E --- F[Invite the headteacher to draft the timetable using your requests. Send a copy of the template as this is a useful reference point for the school]
      E --- G[Begin to use the template right from the start of your research into the school]
      E --- H[Inspector retains ownership of the timetable, the way this is managed is critical in establishing good relations with the school. Ask to see a draft before you send the PIP.]
    
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Using the Aide-memoire

Set up the timetable

- Invite the headteacher to draft the timetable using your requests but retain ownership
- Arrange to see a draft before you send the PIP
- Seek advice from the headteacher about who might join meetings to provide the best evidence
- Avoid unreasonable workload on staff

TIMETABLE

No one size fits all

Two factors determine the timetable

Context **Lines of enquiry**

The timetable must:

- make sense in the context of the school
- enable you to find out what you need to know most
- make every minute count

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Timetable – Small VA Primary School

School name	Small VA Primary - 70 children	Inspection date	Inspection notes	Suggested times
1. Regular updates with the headteacher A senior leader may join these meetings at direction of headteacher. Attendance may be made by the timetable in the light of these meetings.				
Inspection and post-reflection time on emerging practice and focus of afternoon activities			Inspector's notes	30
Head teacher or headteacher (2nd of Lanchester) or 1st of Lanchester				15
Inspector (the reflection on practice may be ongoing during the day)				30
Headteacher or 1st of Lanchester (2nd of Lanchester) and discuss areas for development				15
Preparation of the timetable				30
Head teacher to sign and provide final copies, for Friday, and areas for development. The timetable is completed by the school by 10:30 on Friday and passed to the HOD and Diocese				30
2. Meetings about... Headteacher to request who might join meetings to provide the best evidence.				
Ofsted readiness and strategic direction			Inspector's notes	Suggested times
Curriculum and achievement			Headteacher - any other staff if appropriate	30
Partnership and management of additional needs, behaviour and SEND			Headteacher and Deputy Head	30
Impact of vision and leadership on professional work and wellbeing of staff			Headteacher and Deputy Head	30
Impact of vision and leadership on flourishing of pupils (incl. RE)			Headteacher and Deputy Head	30
Charitable development - (Benchmarks 4.1.5)			Headteacher and Deputy Head	30
Continuing development			Headteacher and Deputy Head	30
Religious education - (Additional aspects such as observation of worship)			Headteacher and Deputy Head	30
Observing the school in action			Headteacher - any other staff if appropriate	30
Collective worship in whatever form it takes place			Headteacher - any other staff if appropriate	30
Collective worship in whatever form it takes place			Headteacher - any other staff if appropriate	30

SIAMS Timetable template

Religious education

RE used in a variety of ways

Headteacher - Deputy Head

30

Collective worship in whatever form it takes place

Break times, lunch, school gate - parents

45

Telephone calls

Telephone calls with representatives of the MAT. Diocese, HOD can be arranged before the inspection but only once the PIP has been sent to the school.

- Will arrange to speak in a discussion rep. before the inspection day
- The school's inspection rep. will meet with the inspector by phone before the inspection.
- Agreements available on the day!

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Timetable – Secondary VA School

School name	Large VA Secondary (Prepared as 1000 pupils)	Inspection date	Inspection notes	Suggested times
1. Regular updates with the headteacher A senior leader may join these meetings at direction of headteacher. Attendance may be made by the timetable in the light of these meetings.				
Inspection and post-reflection time on emerging practice and focus of afternoon activities			Inspector's notes	30
Head teacher or headteacher (2nd of Lanchester) or 1st of Lanchester				30
Inspector (the reflection on practice may be ongoing during the day)				30
Headteacher or 1st of Lanchester (2nd of Lanchester) and discuss areas for development				30
Preparation of the timetable				30
Head teacher to sign and provide final copies, for Friday, and areas for development. The timetable is completed by the school by 10:30 on Friday and passed to the HOD and Diocese				30
2. Meetings about... Headteacher to request who might join meetings to provide the best evidence.				
Ofsted readiness and strategic direction			Inspector's notes	Suggested times
Curriculum and achievement			Headteacher - any other staff if appropriate	30
Partnership and management of additional needs, behaviour and SEND			Headteacher and Deputy Head	30
Impact of vision and leadership on professional work and wellbeing of staff			Headteacher and Deputy Head	30
Impact of vision and leadership on flourishing of pupils			Headteacher and Deputy Head	30
Charitable development - (Benchmarks 4.1.5)			Headteacher and Deputy Head	30
Continuing development			Headteacher and Deputy Head	30
Religious education - (Additional aspects such as observation of worship)			Headteacher and Deputy Head	30
Observing the school in action			Headteacher - any other staff if appropriate	30
Collective worship in whatever form it takes place			Headteacher - any other staff if appropriate	30
Collective worship in whatever form it takes place			Headteacher - any other staff if appropriate	30

SIAMS Timetable template

Religious education

RE used in a variety of ways

Headteacher - Deputy Head

30

Collective worship in whatever form it takes place

Break times, lunch, school gate - parents

45

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- Agreements available on the day!

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Timetable – Large VC Primary School

School name	Large VC Primary	Inspection date	Inspection notes	Suggested times
1. Regular updates with the headteacher A senior leader may join these meetings at direction of headteacher. Attendance may be made by the timetable in the light of these meetings.				
Inspection and post-reflection time on emerging practice and focus of afternoon activities			Inspector's notes	30
Head teacher or headteacher (2nd of Lanchester) or 1st of Lanchester				30
Inspector (the reflection on practice may be ongoing during the day)				30
Headteacher or 1st of Lanchester (2nd of Lanchester) and discuss areas for development				30
Preparation of the timetable				30
Head teacher to sign and provide final copies, for Friday, and areas for development. The timetable is completed by the school by 10:30 on Friday and passed to the HOD and Diocese				30
2. Meetings about... Headteacher to request who might join meetings to provide the best evidence.				
Ofsted readiness and strategic direction			Inspector's notes	Suggested times
Curriculum and achievement			Headteacher - any other staff if appropriate	30
Partnership and management of additional needs, behaviour and SEND			Headteacher and Deputy Head	30
Impact of vision and leadership on professional work and wellbeing of staff			Headteacher and Deputy Head	30
Impact of vision and leadership on flourishing of pupils			Headteacher and Deputy Head	30
Charitable development - (Benchmarks 4.1.5)			Headteacher and Deputy Head	30
Continuing development			Headteacher and Deputy Head	30
Religious education - (Additional aspects such as observation of worship)			Headteacher and Deputy Head	30
Observing the school in action			Headteacher - any other staff if appropriate	30
Collective worship in whatever form it takes place			Headteacher - any other staff if appropriate	30
Collective worship in whatever form it takes place			Headteacher - any other staff if appropriate	30

SIAMS Timetable template

Religious education

RE used in a variety of ways

Headteacher - Deputy Head

30

Collective worship in whatever form it takes place

Break times, lunch, school gate - parents

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Telephone calls

Telephone calls with representatives of the MAT. Diocese, HOD can be arranged before the inspection but only once the PIP has been sent to the school.

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Activity 4

Move into your breakout rooms to share the questions and observations you noted in your reading about the three timetables. **10 mins**

Return to the training room for your next activity.

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Activity 5

Context is one of the determining features of the timetable.

1. Move into smaller groups to discuss how the timetables for these two schools might look different. **10 mins**

School A

- An isolated VC rural village primary school with 28 pupils
- Part of a federation of 3 small schools
- Headteacher has 0.4 teaching commitment and leads RE across the federation

School B

- Two-form entry urban primary school
- Oversubscribed
- Joint Anglican/Methodist
- Highly achieving school including in RE
- Includes unit for children with autism

2. Choose one of the schools and using the timetable template, decide what you would ask the headteacher to arrange. You have **15 mins**

An inspection usually starts at 8:00 and you must have left the school by 6pm

Match the timetable to the context of the school as you do not have the LOE


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Back to the PIP again

Timetable amendments	Likely to be very few if template used and draft timetable received. Minimal changes to avoid work for the school.
Sample of RE work requested	What the inspector would like to look at. Manageable and precise. Avoid inviting piles of books. 10 books sufficient for 20 minutes. The samples should link directly to the LOE and note age groups, courses, ability groups.
Focus of RE work scrutiny	This is what the inspector is looking for. It helps leaders to prepare and signpost where information can be found.
Focus of learning walks	Make it clear what is needed so that the activity isn't aimless.

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Stopping point

Time to think

Perhaps add your perceptions, reflections, connections, questions to the chat.

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Session C

Is this a Good school?

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Inspectors must explore

A single inspection question
Via seven strands
To inform one Inspection GRADE

In addition, in all schools
Inspectors will award a GRADE for collective worship

And in VA (or former VA) schools
A GRADE for the elements of RE specific to a VA School
- The quality of teaching and learning

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Awarding grades


Points to note

- Theological roots to the vision are equally significant for all four grades.
- Interpret the schedule in the context of the school.
- Variations in grades are possible but must be fully explained in the context of Strand 1 (how leaders explain and are addressing the disparity).
- Evidence for collective worship both informs the stand-alone grade and contributes to the overall grade.
- RE is evaluated in all schools with an additional grade related to specific criteria in a VA school.
- In a school graded Good, the report may acknowledge pockets of excellence.

It is all about
If...
...and the whole record of inspection must justify the decision.

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

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Ask yourself if...

- If the evidence matching the **grade descriptors** for Good amounts to a 'best-fit', **the grade is Good**
- If there are too few matches to the **grade descriptors** to make a case for Good, the school is judged to **Require Improvement (RI)**
- If the inspector's evidence matches few of the **grade descriptors** or is overshadowed by significant shortcomings, the inspector should consider the grade of **Ineffective**

Ref: *Ineffective as a Church school*
 SIAMS Evaluation Schedule 2021
 If the inspector's findings reflect more than one of the **criteria**, a call should be made to the SIAMS Duty Desk.

All three grades depend on match of evidence to criteria

Your decision will be entirely context specific

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The first question about grades – Is this a Good school?

Good is Gold

The Church of England's expectations for its schools is that they will be Good schools. At certain points in its development, a Good Church school will have the resilience, security and depth of leadership to look well beyond itself in forging creative partnerships and launching innovative projects.

Schools are organic organisations, however, and this scope and capacity will not always exist. Personnel and communities change and there will be periods when the school will rightly focus on internal challenges in order to remain effective. This should not be seen as a downward step but as wise leadership in the school's context.

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Activity 6 What does good look like?

The bar for Good is demanding

Return to your breakout groups and divide the seven strands between you.
 Highlight a grade descriptor in each strand that is demanding of schools, perhaps more than they expect.
 Share briefly with the group and explain how you would find the evidence

10 mins

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Excellent is reached via a different route.

If the grade descriptors inadequately capture the extraordinary impact of the vision on the school community, the inspector should consider the **guidance on Excellence**

Deep, Christian vision – driven thought and discussion

Innovative, exemplary, and courageous action

Life-changing, transformational impact

Three foundational principles

...will devote its thoughts, energy, and actions to being Excellent rather than on getting excellent.

...will have an embedded, routine, breath-taking and practical focus on enabling all to flourish, on serving the common good.

An excellent church school

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Features of excellence to be found across all strands

- COMMUNITY**: By building peace and restoring resilience, the possibility of awakening is made real for all within the community.
- CONNECTION**: Watching over one another in love is the unforced, strikingly normal, spontaneous yet intentional culture of the school.
- IDENTITY**: People in the school community are continually drawn to reflect on the essential, inherent meaning and mystery of life.
- CURRICULUM**: A rich culture of deep reflection is readily expressed.
- CHALLENGING/SEARCHING**: The school contributes deeply and meaningfully to, and is enriched by, the community, religious and spiritual life of its local area. It serves and is served by goodness.
- RESILIENCE**: A deep understanding of Christian education leads to the creation and holistic implementation of an innovative, bold, cohesive, spiritual, ethical, empowering, transforming curriculum.
- INHERITANCE**: Challenging and searching considerations result in an inherently risk-taking yet safe and respectful community ethos which each person benefits from the full and free liberty of thinking for themselves.
- INCLUSIVITY**: Located within, but not constrained by, its own sense of tradition and identity, its partnerships are marked by people, generosity, and grace.
- AMBITION**: Consistently high levels of expertise, knowledge and skill in adults create a culture of learning and development in which pupils enjoy achievements that routinely surpass expectations.
- TRANSFORMATIONAL**: Resilience, character, resourcefulness, success, failure and a strong sense of community coalesce to enable people to flourish and overcome seemingly insurmountable obstacles.
- WIDER MAP**: Being part of the school community changes lives and equips people themselves to be agents of change.
- ACTIVE ACCEPTANCE**: Within a deeply loving culture of an all-encompassing acceptance, difference is celebrated as an expression of the incarnate image of God. Active acceptance sets people free, empowers them, and equips each one to live the fullness of life that God intends.

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Activity 7

The indicators of excellence for all seven strands have been collected together on the honeycomb. This is in your unit book.

Working on your own, highlight words and phrases that recur. 5 minutes


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Excellence

Excellence is likely to emerge from the coming together of three foundational principles:

- Deep, Christian-vision-driven thought and discussion
- Innovative, exemplary, and courageous action
- Life-changing, transformational impact.


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Excellence

Deep, Christian-vision-driven thought and discussion - consider the nature of an SLT discussion about the school's vision

- Some will begin by considering the needs of their community, the strengths of the staff, their specialisms, resources, etc
- They will carefully plan their work to meet the needs within their resources as well as they believe they can.
- They may then search for a Bible verse or reference to support their plans/vision
- There is a lot to be commended in such an approach and it is an understandable one.


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Excellence

Deep, Christian-vision-driven thought and discussion - consider the nature of an SLT discussion about the school's vision

- Others will approach their vision quite differently.
- They will consider their fundamental calling as a Church school, the requirements of their Trust Deed maybe, and reflect on/study what the Bible teaches/has to say about the education they might offer to the community they serve.
- From this basis, they would then draw together the underpinning theology and their philosophy for education and arrive at a vision that is rooted in Christian faith and teaching.


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Excellence

Deep, Christian-vision-driven thought and discussion

- Both of these approaches may lead to a vision statement that is accompanied by a Bible verse.
- The first may have added it on.
- The second will have emerged from the Bible teaching itself as the starting point.


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Excellence

Deep, Christian-vision-driven thought and discussion

- The first would meet the requirements for Good.
- The second would characterise what is considered Excellent within SIAMS


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Excellence

Innovative, exemplary, and courageous action

- Rooted in the school's theology for education and a focus on individual and community flourishing and well-being
- Policy decisions that might be regarded as unexpected, counter-cultural, unusual
- Relevance in and positive impact on the daily life of the school

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Excellence
Life-changing, transformational impact.

- Life-lasting, life-saving
- Impact on adults and pupils
- Quite extraordinary yet strikingly normal

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Excellence

- Training has always attempted to emphasise that Excellent does not simply equate to 'very good'. There is no such grade.
- Excellent does not have grade descriptors. It is not a tick list.
- It is entirely context-specific.
- It must describe a school that is deeply and comprehensively rooted in a theology for education.
- It should indicate a learning community for which the 'Good' grade descriptors are insufficient.

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Excellence

Excellent should be strikingly normal yet quite extraordinary.

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Excellence

- Meeting a few criteria will not make a school Excellent – that is an inside out, upside down way of thinking about it.
- Focus should be on *being* Excellent rather than on *getting* Excellent.
- Excellence comes from a school's deep understanding of itself, of its community, of its all-encompassing theology for education.

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Activity 8

In your breakout groups, share out the statements in the honeycomb 'Features of Excellence' diagram. Take a minute to study the wording and then share with your colleagues exactly what these 'criteria' demand.

Remember every word counts
10 mins

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Summing up on excellence

- The features of excellence indicate a deeply embedded response to the inspection question.
- The role of the Duty Desk

Examples of these features may be found in any strand and will be apparent across most strands for a grade of excellent.
(Remember: One swallow does not a summer make – Aristotle)

There are no specific indicators for RE and collective worship because the indicators apply to all strands. Inspectors will explore and report how they are evident in the RE and worship of individual schools.


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Time to think

Perhaps add your perceptions, reflections, connections, questions to the chat.


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To prepare for the second part of the day...


30 minutes break, 30 minutes preparation time

There are two documents at the heart of SIAMS writing.

The first is the **SIAMS house style** which applies to all SIAMS templates

The second is the **checklist for report writing** that tells you on one page all you need to know about report writing.

These two documents will be a challenge to read in 30 mins so focus your attention on working out what they cover. During the training, we will signpost you to what you need.


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Review of preparation reading – *House Style and Checklist for Report Writing*


Reading the House Style document is never the most exciting or engrossing experience BUT it is essential. A very few elements of it are not relevant to SIAMS writing. You need to become entirely familiar with all other aspects of it.

The more you can internalise its details the easier you will find writing in the SIAMS context. From this point on in the course it will be expected that your writing will adhere to the House Style. It should not be the responsibility of an assessor or, in future a critical reader of your reports, to correct house style errors.

As you read the House Style document ask yourself the following questions:

- Are you confident in your use of apostrophes?
- Are you an over-capitaliser?
- Are you confident in making singular/plural nouns agree with singular/plural verbs?
- Are you confident about when to use hyphens?
- Do you understand the expectations of inclusive language?
- Do you use 'that' and 'which' as required by the house style?

Checklist for Report Writing – sets out expectations for writing reports.


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Reporting on outcomes


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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

Make sure you know what the whole looks like

You are in the business of education and of inspecting in a Christian manner


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Session D

Check on our command of the House Style


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House Style 1 Abbreviate accurately

Which one is correct? R.E. or RE

Which one is correct?

A. M.A.T.
B. The multi-academy trust (MAT)
C. The MAT (Multi-Academy Trust)

What's wrong here?
General Certificate of Secondary Education (GCSE)

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House Style 2 Apostrophes can be game changers

Explain the meanings of each of the following sentences:

A. The headteachers agreed the choir would open the conference.
B. The headteachers' choir opened the conference.
C. The headteacher's choir opened the conference.

My wife sent me a text saying
"Your great".
I texted back saying
"No, YOU'RE great".
She's been walking around all happy and smiling.
Should I explain,
or just leave it?

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House Style 3 Bullet points are more than a list of words

Correct the following:

Inspectors must:-

- Observe the Inspector Code of Conduct
- Their evidence must enable secure judgements to be made
- Ensure PIP and report writing adhere with the House Style

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House Style 4 Capitals are not confetti

How many capital letters would you remove to ensure this paragraph adheres to the House Style?

Evaluation of Collective Worship by Foundation Governors and the Head Teacher indicates that pupils are engaged and interested and that it is a successful medium through which to promote the School's vision. The Vicar's Year 6 Collective Worship was enhanced by the help of the School Council. Following a dramatised rendition of a Bible story, pupils enthusiastically discussed its meaning with perception.

Which one of these is never appropriate?

A. Religious Education
B. Religious education
C. religious education.

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House Style 5 Use inclusive language

It's easy to slip into language that is less than perfectly inclusive. In schools and SIAMS reports this often arises from assumptions made about beliefs shared across the school community.

For example, in a Year 4 RE lesson a teacher frequently spoke about religious teachings that 'we' believe. This is unlikely to be appropriate in any class in any school.

Let's see what's wrong with the sentences on the next slide taken from old SIAMS reports.

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House Style 6 Promote inclusion through your writing

A. This means even the youngest children can explain Bible stories such as Jesus feeds the Five Thousand by describing how God looks after us if we trust Him.
B. Learning in RE is enriched by visits to places of worship of other faiths.
C. The children are able to talk with understanding about the trinitarian nature of God.
D. The majority of pupils are Muslim. They speak of Jesus as the Son of God

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House Style 6 ...and better versions, explained

This means even the youngest children can explain Bible stories such as Jesus feeds the Five Thousand by describing how God looks after us if we trust Him.

Even the youngest children can explain Bible stories such as Jesus Feeds the Five Thousand by saying Christians believe God looks after people who trust Him.

Learning in RE is enriched by visits to places of worship of other faiths.
Learning in RE is enriched by visits to places of worship.

The children are able to talk with understanding about the trinitarian nature of God.
The children are able to talk with understanding about the Christian belief in God as three in one.
(or the Christian belief in the trinitarian nature of God)

The majority of pupils are Muslim. They speak of Jesus as the Son of God
(Muslim) pupils understand the difference between their (Muslim) beliefs about Jesus and the Christian belief that Jesus is the son of God.


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House Style 7 Avoid labelling people

SEND pupils
Or
Pupils who have special educational needs and/or disabilities

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House Style 8 Quote correctly

Correct the use of quotation marks in these sentences

A. Parents confirm that, "nothing is too much trouble," for staff in their work with pupils.

B. They talk about Christian values helping 'us choose our own path.'

C. The vision is based on a quotation from Psalm 119 'Your word is a bright lamp to our feet and a bright light to my path'.

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House Style 9 Are nouns sitting comfortably with verbs?

What's wrong in each of the following and how might the errors best be corrected?

A. Leadership and management is a strength of the school.
B. The school council say they make a difference to their school.
C. The leadership team are motivated by the school's vision.
D. The governing body are active in the life of the school.

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House Style 10 Less is more

*'Write in a straightforward style. Simplicity helps clarity...
Vary the length of sentences.
Aim for no more than 20 words and if a longer sentence is unavoidable, put a short one on either side.'*

How might this sentence from a 2021 social services assessment be improved in the light of this house style guidance?

Mrs Xxxxxx suffers with decline in her cognitive function with regards to her memory, judgement and thus making her unable to function without assistance of another in some aspects of daily living, hence needing her to be dependent on others for some aspects of daily living.

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House Style 11 Write what you mean

The importance of unambiguous language is highlighted in the report writing checklist. We often say and write things which are not exactly what we mean but context ensures they are understood as intended. In formal report writing it is important to ensure there is no ambiguity.

In what ways might this famous Groucho Marx statement be understood?

One morning I shot an elephant in my pyjamas.

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Add your reflections to the chat if you wish.




10 mins.

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Session E *The evidence you gather is only as good as the questions you ask*

Aim for a fruitful dialogue

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Aim for a fruitful dialogue

TIPS Make maximum use of every minute

- Always deal with your lines of enquiry first.
- Stop when you have enough evidence, don't fill time.
- Avoid warm up questions, they waste time but it does matter how you set the tone for each meeting.
- Stop repeating questions when you have triangulated the evidence.

AM P4 Building a secure evidence base supports this process

What makes a good question?

Note 3 features of questions likely to prompt open dialogue

Note 2 features of a dead end question

1 minute

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Fruit bearing questions

- ✓ are direct and straightforward – ask what you want to know!
- ✓ invite opinions and examples, encourage different viewpoints
- ✓ help you make decisions across grade boundaries
- ✓ explore the impact of the Christian vision

Avoid

- X generic questions that lack a clear purpose eg *tell me about your role*
- X the same questions every time unless you are probing the possibility of 'ineffective'
- X asking about what you already know
- X closed questions or suggesting the answer

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Activity 9


Working on your own, plan a starter question on the line of enquiry for each of the following groups:

- governors
- staff representing a range of roles and responsibilities
- SLT

The evidence so far suggests the school is at least Good.

5 mins

LOE How systems in place enable adults to flourish

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Session F

Time to set foot in the school

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Arrive in school equipped with the right tools

Initial and PIP call with headteacher
Info in the public domain

Establish context
Lines of enquiry
Analyse evidence
Timetable
PIP

School website
School's own evidence and self-evaluation

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The mid-point update to the headteacher is pivotal

and ranks in importance with SLT meeting

First, take 30 minutes to reflect with the schedule and template → clarifies next steps
Ensure headteacher understands how inspection is progressing and how judgements are emerging
Invite all further evidence on areas of concern and review afternoon (day 2) timetable
Engage HT in potential areas for development

Engage HT in potential areas for development

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The final briefing of the headteacher paves the way for the final feedback

If the dominoes have been lined up properly, this should go smoothly

It's important that headteacher understands the process too and has confidence in it

A deputy may join this meeting for their professional development

Unless the school is disputing the outcomes, no need to repeat the reasons for the final grades

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The final feedback provides the structure for the report's front page

Future sessions cover the management of feedback (style of delivery, dealing with challenge, room arrangement).
This session focuses on the link to the report.

As usual, follow the script and the prompts

Key findings – must be convincing to support grade

- There will be no more than 5, including RE and CW.
- Explain why it is a Good school. If it falls short, or there are variations between grades, explain where and why.
- Relate the findings to the school's vision and its Christian nature.
- Refer to the big picture and the school's journey as a Church school.

Areas for development

- What will make the school significantly better?
- Include at least one strategic point.
- Avoid quick fixes.

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You may have some thoughts for the chat.

5 mins

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You...will be an excellent communicator in writing

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

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Session G

Support at your elbow



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The Checklist and House Style will be your constant companions

Write the report with the Checklist on one side of you and the House Style on the other.
They are not optional or negotiable.
The Checklist was not written for critical readers! It is a self-checklist for inspectors.




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Key findings capture most significant outcomes in the context of the school

Refine but are consistent with the key findings set out in the final feedback

- What matters most for the school's ongoing journey
- Makes a convincing case putting the grade beyond doubt
- The balance must reflect the grade
- Answer the inspection question
- Honest, recognisable depiction of school
- Always relate to Christian distinctiveness One KF for RE, one for CW

Key findings:

- Identify most significant outcomes
- encapsulate the grade
- balance positive and negative findings
- evaluate theological/biblical basis of vision – leadership – flourishing
- are all relevant to church school status
- embrace the school's context and story.




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Checklist, House Style plus...

The inspector has 3 sources of guidance in report writing.

- 1 Checklist
- 2 House Style
- 3 Prompts on the report template



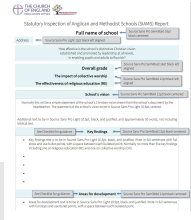
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The front page of the report tells the story of the inspection.


It is a matter of refining the final feedback - transfer what you said into written language

Text on template reiterates the checklist guidance and adds practical details. Both Checklist and prompts must be followed.



See Checklist for guidance → Key findings ← Source Sans Pro SemiBold 12pt black centered

- Key findings text is to be in Source Sans Pro Light 10.5pt, black, and justified. Write in full sentences with full stops and use bullet points, with a space between each bulleted point. Normally no more than five key findings including one on religious education (RE) and one on collective worship (CW).



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Activity 10

You have four sets of key findings in the unit book to discuss in your breakout groups. Discuss the following question for each set. Divide the time so you cover all four.

What is the overall grade and why could it not be different?

Be prepared to feed back to the whole group.



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...and finally

Preparation for the next unit

A reflective moment

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Preparation for Day 3

Read Strand 6 of the Schedule again. With this in mind, review the Church of England Vision for Education. Note any insights this offers into how you might inspect collective worship.

Read the collective worship guidance. *Collective Worship in Church of England Schools Inclusive Invitational Inspiring*

Review AM 6 and AM 7- Inspecting collective worship and RE

Complete the report writing tasks in the Day 2 booklet to reinforce the messages from today's sessions.

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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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