

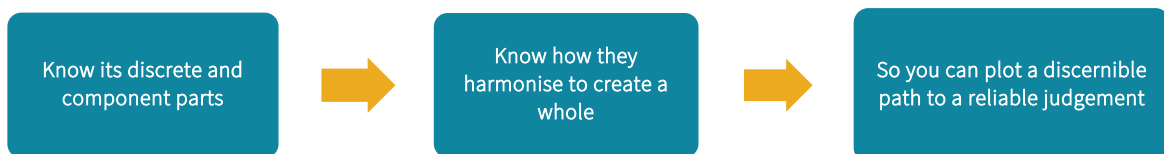
SIAMS Inspector Training 2021-22

Day 4: *Spiritual and Character Development*

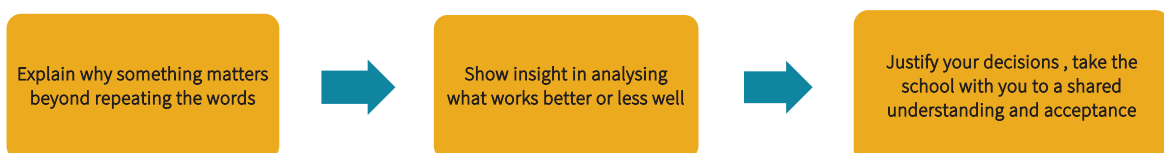
Trainers: Margaret James, David Tait,
Jayne Pavlou & Paul Rusby



2. You will know the Inspection schedule inside out



You must demonstrate you are an expert in each strand





Feedback from the worship evidence forms

Areas of strength:

- Consideration of the 3is
- Anglican tradition

Things to think about in future worship evidence gathering around worship:

- The extent to which worship expresses the vision. Is what you are observing an expression of the vision?
- Inclusivity. How did the Sikh pupil feel? Are all included in worship
- Writing evaluatively. Lots of description. Observe what happens and then evaluate the impact of this.

What is the emerging grade for worship in this school?

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Feedback from the RE VA box task

The inspection findings would explain

- The way in which RE is a safe space to explore beliefs
- Recent developments to the curriculum, which is now, rich, progressive and balanced,
- Comments on the leadership of RE and its impact including
 - time for monitoring by an RE specialist
 - training for all staff delivering RE
 - the recently developed systems for assessment although not yet implemented by all classes

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Feedback from the RE VA box task

A potential worked example:

The RE leader's good practice and recent developments to the curriculum mean some pupils make good progress in RE. However, most staff do not deliver the recently developed RE curriculum as there is no time for the RE leader to support other staff or monitor RE. As a result, the quality of learning and teaching in most classes requires improvement. Consequently, progress overall in RE is poor for most pupils, including vulnerable pupils and the most able.

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Session A: Strand 2

What to look **for** when gathering evidence for spiritual development

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What does *spiritual dimension* and *spiritual development* mean to you?

Pause to think for a moment

Reflect on a spiritual moment
or a reflection which means
something personally to you.



How is this different to any other
experience?

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Activity 1 Can you define spiritual development?

You now have 10 minutes in your breakout groups to talk about this.

Discuss and agree a definition of what the words 'spiritual' and 'spiritual development' mean
when referring to life in general.

Discuss and agree a definition of what spiritual development might mean in a school context
remembering that the resulting flourishing applies to adults as well as pupils.

Appoint a spokesperson for your group.

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What the law requires

Schools must offer a broad and balanced curriculum which:
promotes the spiritual, moral, social, cultural, mental and physical development of pupils;
and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Alan Brown, a former adviser with the CEEO suggested:
'If the spiritual is properly and fully addressed, the moral, social and cultural will fall into place more easily.'

In the light of your suggested definitions, to what extent do you agree?

Activity 2 The language of spirituality

Work individually and focus on Stands 2, 6 and 7 of the Schedule.

Highlight on your copy where you see the **spiritual** mentioned across all three of these strands.

How is the emphasis different in these three strands?

What the Schedule expects...

Strand 2:

The school has to have a **clear secure understanding of and approach to the spiritual development of all** distinguished from social, moral and cultural development.

The school should provide **equally rich spiritual opportunities regardless of age** to develop curiosity, to explore and **articulate** spiritual issues.

Strand 6:

CW offers opportunities for pupils and adults to **grow spiritually** and **appreciate the relevance of faith** in today's world.

Strand 7:

RE creates a safe space to **critically reflect on their own religious, spiritual and/or philosophical convictions**. Should **challenge their thinking**.

There is no one definitive definition of spiritual development ...

...so ponder these questions:

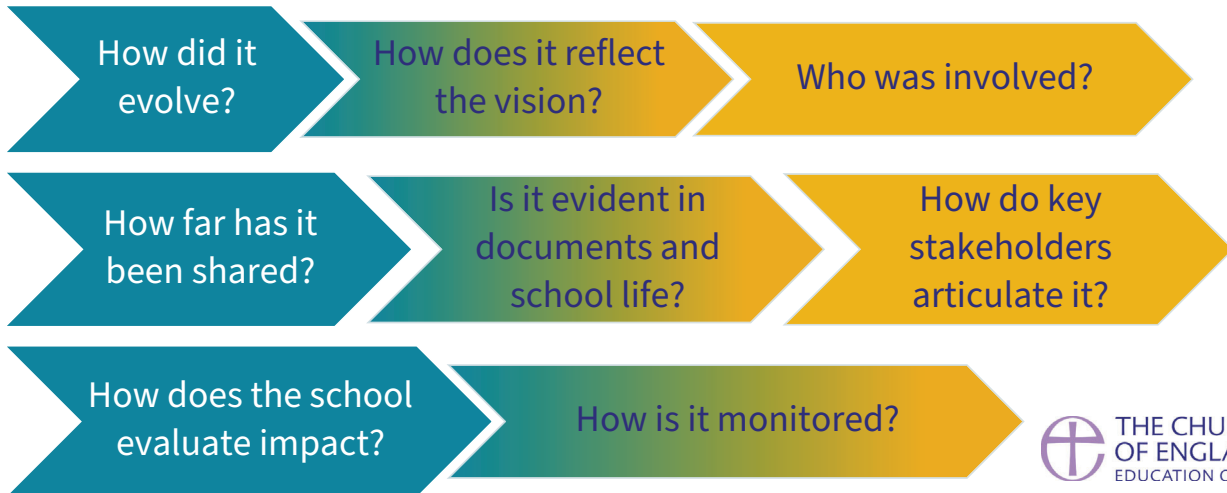
1. Can the requirements we've seen in strands 2, 6 and 7 be achieved without a school understanding of spiritual development?

2. How will you respond in a school that does not have a defined understanding of spiritual development? Is this a game changer?

3. How is the approach woven throughout the school community, in the curriculum and beyond?

The schedule expects a 'school' understanding of spiritual development

What was the process for establishing a 'school' understanding?



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Where to find evidence for spiritual development deepening

You might find indications in:

- pupils and adults growing in confidence leading collective worship
- their faith in action (courageous advocacy)
- rich religious literacy used naturally in everyday situations
- connections pupils make from their learning and between different elements of their learning and their wider life
- the emotional responses of pupils to a situation
- greater use of reflection and asking the 'big questions'.

What is most important is that pupils are given the space and opportunity to mature.
Spiritual development cannot be measured.

Remember...

There is no one correct approach to promoting spiritual development in schools.

In the next slides, you will recognise approaches to spiritual development. You will come across others. It is not just about awe and wonder!

We are not setting out to expand your knowledge of different approaches. This is about equipping you to evaluate the impact of any approach you might encounter.

As we move through the slides, focus your attention on what you would be looking for in the context of a school.

Liz Mills

Windows

Mirrors

Doors

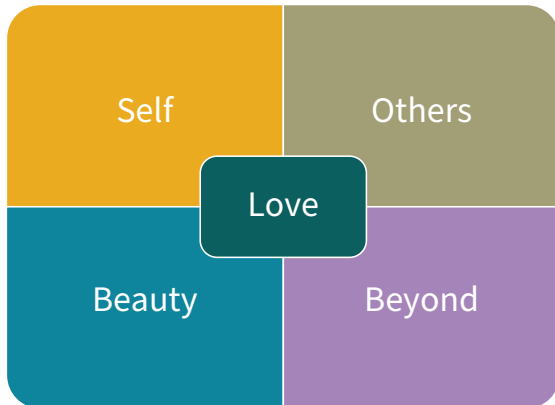


The 'ow' and 'wow' moments

Curriculum opportunities to look through windows on the world,
Curriculum opportunities to reflect back for your self,
Curriculum opportunities to live out or go through the door and experience

Andrew Rickett Red Kite stories

4 aspects of spirituality emerging from children's stories



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Paddling, Snorkelling and Diving

- Allowing opportunities to tell stories
- Asking questions that encourage children to tell their stories
- Listening to those stories
- Telling stories with messages to children such as bible stories but allowing them to make their own meaning



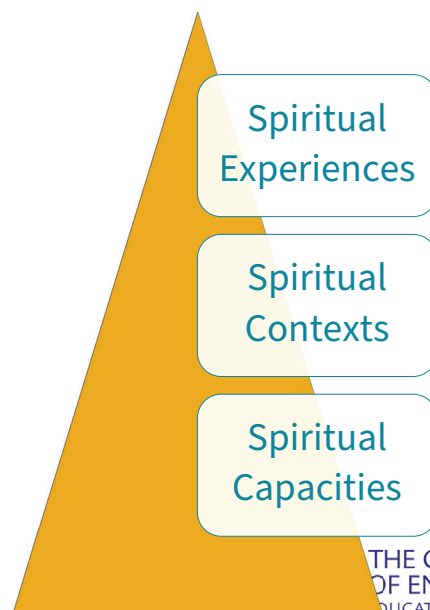
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Shahne Vickery Making it work

Spiritual capacities

- be guided by their beliefs and values and take a stand to defend them
- love and care for themselves, believe in their potential to achieve, and find inner strength and resilience
- exercise imagination and creativity, appreciate beauty awe and wonder
- be intrigued by mystery and be open to the transcendent
- be comfortable with stillness and silence and open to engage in reflection/meditation/prayer

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Anne Lumb Woven fabric of the school

Dignity and Respect

- Physical Space
- Subject or curriculum space
- Spiritual space
- Relational space
- Prayer space

Relational Consciousness (Nye)

- Journeying together: Community and living well together
- Different ways of being: Hope and Aspiration
- Importance of questioning and the importance of leadership : Wisdom, knowledge, skills

Kathryn Wright Hospitality Sacred pathways or just one way?

1. **Naturalists: Loving God outdoors**
2. Sensates: Loving God with the senses
3. Traditionalists: Loving God through ritual and symbol
4. Ascetics: Loving God in solitude and simplicity
5. Activists: Loving God through confrontation
6. Caregivers: Loving God by loving others
7. Enthusiasts: Loving God with mystery and celebration
8. Intellectuals: Loving God with the mind
9. **Contemplatives: Loving God through adoration**

Activity 3 Identifying spiritual development

How might one approach look in action?

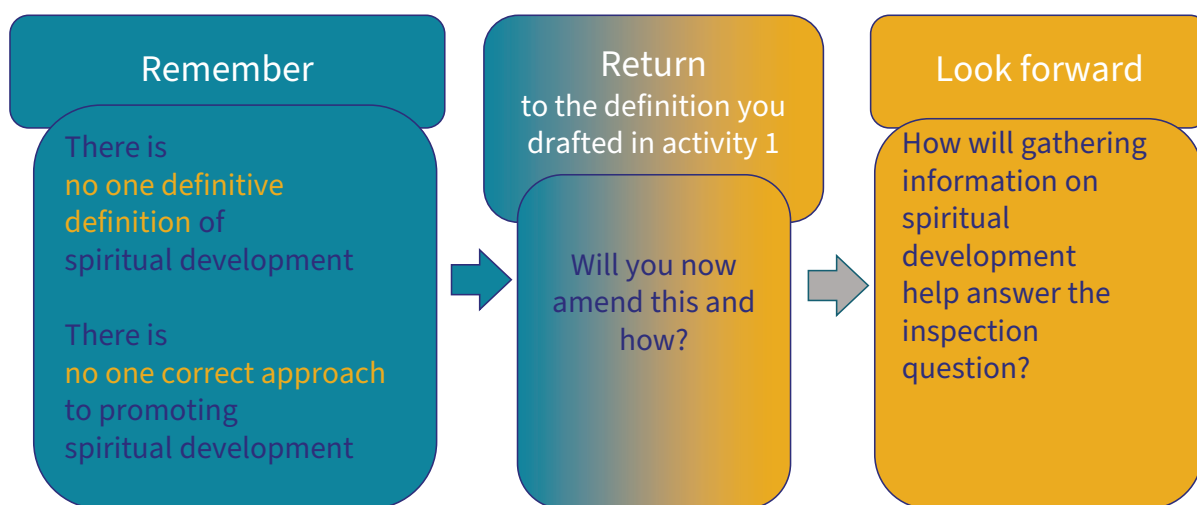
In breakout groups, use the grid to give examples of how and where inspectors might seek evidence.

Consider working horizontally across the chart.

Spiritual development	KS1	KS2	KS3
Outside			
Senses			
Ritual and Symbol			
Solitude and simplicity			
Confrontation			
Loving others			
Mystery and celebration			
Mind			
Adoration			

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Remember, reflect, look forward



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Time to think
 Perhaps add your perceptions, reflections, connections, questions to the chat.
 They enrich everyone's understanding.



Break 10 mins





Session B Strand 3

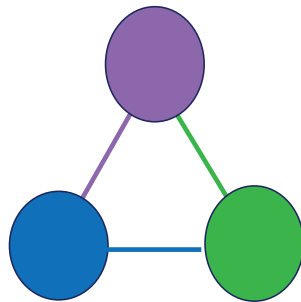
What to look **for** when gathering evidence of character development

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We are still answering the inspection question

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



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Zelensky speech: MPs rise as one in show of solidarity with Ukraine

Ukraine's leader told of his country's pain as each day, a war "we did not start" progressed. Bombs falling on schools. Churches destroyed. Children's hospitals attacked. Food and water running low in some parts.

He thanked the UK for its support, urging the government to tighten sanctions still further, to protect Ukraine's skies.

Yet the message that brought tears to some MPs' eyes was Mr Zelensky's utter defiance.

He chose his words carefully, addressing what he described as a country with a "big history". He compared the stand that Ukraine is taking against Vladimir Putin to that which the UK took against Germany in the Second World War. He said: "Just in the same way you didn't want to lose your country when Nazis started to fight your country, you had to fight." A student of British history perhaps, a savvy media operator, or both, Mr Zelensky evoked Winston Churchill's most famous speech of defiance, in which he promising to fight "on the beaches", saying: "We'll fight in the forests, on the shores, in the streets." He even posed a question from Shakespeare: "To be or not to be?" Ukraine, he said, had decided "to be free". His words visibly affected many MPs, some with glistening eyes, some nodding fervently along. At the end of the speech, MPs and Lords in the galleries stood again, to applaud. The president touched his palm to his chest to acknowledge their heartfelt support, then slumped down for a moment in his seat. For just a second, he looked just a young man in a khaki T-shirt, overwhelmed to find himself in this position, watching the democratic representatives of a country far away saluting him through a computer screen, while his country's democracy, and his own life, are in such danger.

BBC News 8th March 2022

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What is involved in character development?

Vital attributes for character development

Might be intertwined, as aspiration can be defined as full of hope

Hope and aspiration : context and vision

Hope and aspiration may link with many other aspects of school life such as mental health as we want to develop pupils who are optimistic and have belief in their own value - hence they resonate with 'Valuing all God's Children'.

Christian hope is grounded in the character of God and many Bible stories teach about hope.

Likewise aspiring to act in a Christian manner is important to us as inspectors and to all relationships in a church school setting.

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Courageous Advocacy: A New Concept?

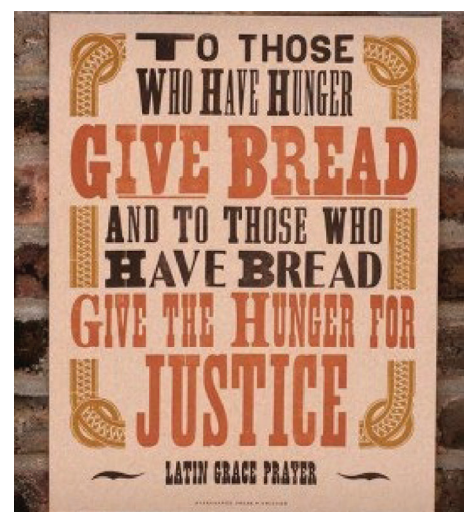
- ✓ Was the only new concept in the 2018 SIAMS schedule
- ✓ A long-term legacy, an endowment to future generations
- ✓ A refreshed conception of 'charity work'
- ✓ Charity and Christian distinctiveness: the role of Christian vision
- ✓ Beyond the local, the current and the fashionable to the global, the long term and the unfashionable.

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Agents of Change

- The prophetic voice - the asking 'why' people are hungry, even if that makes you unpopular - is an important part of a Christian response.
- Compassion is important, but more is needed.
- Jesus identified with the poor and the marginalised.
- The understanding of the causes of suffering and the righteous anger this engenders is the first stage of a Christian response.
- It is a more enquiry-led educational activity than thinking of new ways to raise money.



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Strand 3 explores *courageous advocacy*

‘...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

The act of speaking out against an issue of injustice, often on behalf of those whose voice is not heard. Becoming a courageous advocate must involve being informed about an issue; it must move beyond simply knowing, to saying and doing.

Caroline Weir, Global Neighbours Programme Coordinator



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Courageous advocacy for change in the school context:

- ✓ Encourages pupils to think widely and deeply about issues affecting themselves and others (asking ‘why?’)
- ✓ Empowers pupils to understand political processes and their own rights and responsibilities in society
- ✓ Encourages pupils to think of creative solutions to problems facing local, national and global communities (asking ‘what can be done about it?’)
- ✓ Equips them to identify where power is located and how decisions are made
- ✓ Enables them to express themselves confidently and articulately to decision-makers and others

How is this linked to spirituality?



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Effective Courageous Advocacy

- Developmentally appropriate
- Educational and empowering
- Critical thinking
- Focussed on consequences
- Reflective

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What courageous advocacy is not about:

- ~~a chance to raise money in innovative ways~~
- ~~something pupils are told to do by teachers without any real ownership~~
- ~~a vague concern for social action~~
- ~~an opportunity to set up another pupil voice group.~~

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Courageous advocacy should never:

- X focus on pupil leadership skills
- X spoon-feed actions to pupils
- X be party political
- X give the impression that complex problems have simple solutions
- X fail to take account of a wide variety of differing opinions
- X be un-thinking or reactionary
- X be only about compassion.

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Activity 5

Working in your breakout groups:

Discuss the examples of courageous advocacy in your notebooks.

Will they enable pupils to be courageous advocates for change in their local, national and global communities?

You may find schools have a Global Neighbours award (Gold, Silver, Bronze).
An award does not necessarily indicate courageous advocacy is Good.

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Session C Strand 4

What to look **for** when gathering evidence for community and living well together

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The focus question reveals deeper levels to explore

On the surface, Strand 4 may look straightforward.

relationships

how well children and adults get along

connections with the local community and parents

how everyone flourishes

You would expect to see this in any school

BUT the focus question for a Church school is:

- 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.

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What do you look at to find evidence for Strand 4?

Policies
Behaviour logs
Attendance data
Exclusions

What else?



Associated Christian values are still part of the Schedule and are still important

- Many schools retain the high profile of their values and for many these include issues such as *reconciliation, forgiveness, friendship, helpfulness, compassion*, all of which are included in this strand.
- They must be seen as:
 - working together to underpin the school's vision
 - promoting social and cultural development, forgiveness and reconciliation, good mental healthand hence encouraging pupils to flourish and live well together = **having an impact**.

- Schools employ many initiatives to address this strand – *there is no one correct model*.
- They should be *within the curriculum* not just seen as something the school does out of compassion for all and should be *embedded and known by all*.

It is the impact that is being judged, not the initiatives

Good mental health is critical for flourishing

Another reminder of the focus question:

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 encourages all to flourish and live well together.

BUT

- One in four children show some evidence of mental ill health.
- Half of all mental health problems appear before the age of 14, with one in four having enduring mental health conditions present by the age of 24.

Many schools have mental health policies and select from the multitude of initiatives such as:

Place2Be, NICE pathways, Charlie Waller and MIND.

Schools' websites often showcase them and most websites now refer to mental health.

A primary school's webpage on mental health

We develop:

A clear sense of self worth

The capacity to enter into and sustain mutually satisfying relationships

A sense of right and wrong

An ability to play and learn so that attainment is appropriate for the age group

The ability to misbehave within normal limits and then learn from mistakes

Activity 6

1. Look at the checklist in Appendix 4 to the Church of England guidance on Mental Health and Wellbeing.

The school's webpage

2. What initial thoughts might you have if you saw this webpage on the site of a Church school?
3. If this was your LOE

How effective is the school in developing pupils' and adults' mental health and wellbeing?

What further information would you seek and how would you do this?

Do this individually and then join the breakout room

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5 mins





Session D Strand 5

What to look for when gathering evidence for dignity and respect

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The law and dignity and respect

‘All schools including Church of England schools and academies are subject to the laws of the land and must comply with their legal obligations in respect of equalities and diversity issues.’

*Valuing All God’s children 1-
repeated in VAGC2*

The Equality Act 2010 and subsequent

Safeguarding duties

The Education and Inspections Act

The Criminal Law

Relationships and sex education (RSE) and health education legislation

www.churchofengland.org/education



Relationships, sex and health education

RSHE- make sure you know the requirements.

In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core required content by reflecting their beliefs in their teaching.

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>

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Activity 7 Dignity and respect in the school context

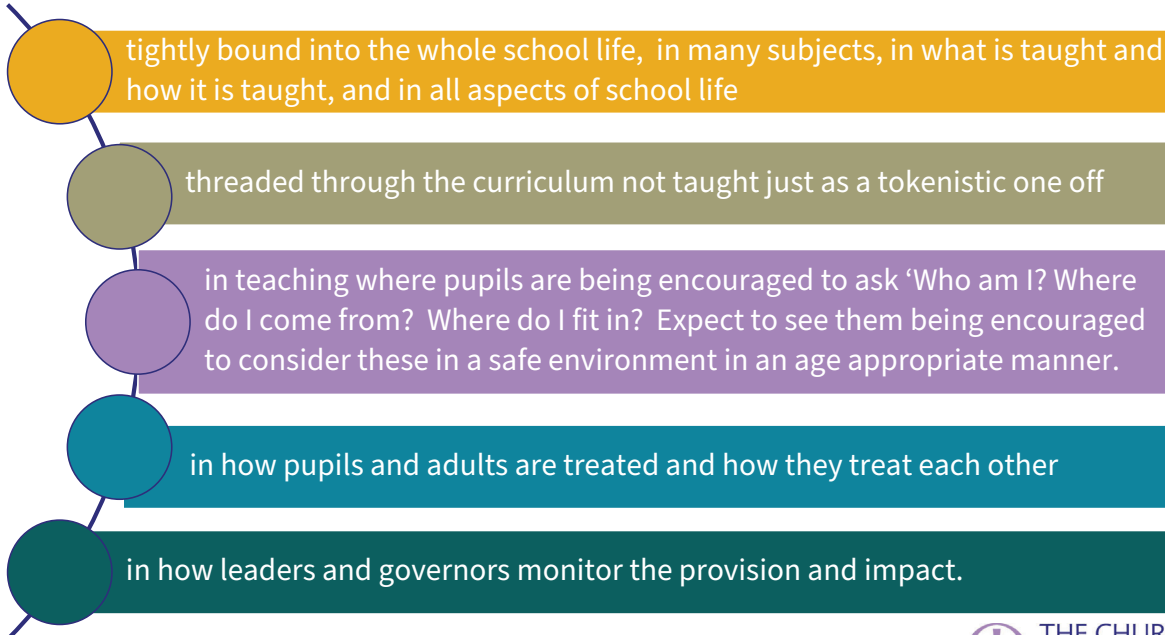
- Dignity and respect are fundamental to Christian belief.
- So where do we see these in a school, and how do you judge their impact?

Think about this independently and feedback via the chat

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Expect to see dignity and respect:



Activity 8 Phrasing the right question

School's vision

'Let us consider how to stir up one another to love and good works' (Hebrews 10:24)

LOE: How dignity and respect are embedded in systems as well as the culture of the school

Agree a starter question for a) governors b) SLT c) adult collective worship leaders and if you are a group of four, d) a group of TAs **5mins**

Taking turns to be the inspector, role play the **first three minutes** of each meeting using the starter questions you planned. Use follow-up questions to gain the evidence you need. **10 mins**

Reflect together on how well each of the questions worked and where you might improve them. **5 mins**

Total 20 mins

Final points on Strands 3 4 & 5

The strands are not:

- are **not** sub-questions to be graded
- are **not** individually weighted, all including the 3 we have considered, contribute to the overall grade. Strand 1 will always be important - the basis of answering the inspection question
- strands 3,4 and 5 and spiritual development are interconnected
- it is **not** the inspectors' role to comment or advise on the ways the strands are taught.

- Triangulation is key in these strands- inspectors will be told anecdotal evidence but check it out .

- Two very simple examples of this:

behaviour logs – 'we get on well together' and then you find a high incidence of exclusion

attendance – 'children are happy here as there is little bullying' - PA is high

Session E

Reporting your findings on spiritual development under Strand 2 and Strands 3, 4 & 5

Activity 9 How to tackle reporting on spiritual and character development

The final report text will contain some commentary on spirituality and Strands 3 4 & 5 in the inspection findings.

Work with your breakout group to look at the 3 extracts from reports. We suggest you take an extract each and compare your findings. 15mins

1. Highlight where the text covers spiritual development under Strand 2 and Strands 3, 4, 5.
2. Examine **how** each inspector has reported on these areas
 - a. Does the evaluation answer the inspection question in the context of these strands?
Is a link made between vision, leadership and flourishing?
3. Can you see how the inspector has organised the text?

Is it structured by strands, by themes, by focus questions or another way? There is no set way and an inspector has to decide which method will best convey the key messages.



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Unlock the structure of extract A *Text displayed with new line for each new strand (ochre numbers)*

1. Inclusivity and love for every unique individual is what is at the very heart of the school. The vision upholds the value of all as children of God, in an inclusive environment. Pupils enjoy and are excited by all the school offers.
2. They are enthused by the creative curriculum which is enhanced by extra-curricular activities.
3. Pupils have a good understanding of choices, consequences and learning from their mistakes.
2. At present, there isn't a common understanding of the concept of spirituality. This means that times when spirituality might be developed tend to be 'in the moment' rather than planned for. Consequently, planning does not foster a progressive understanding of how spirituality can be built on as the children mature.
4. Excellent relationships and behaviour are a strength of the school and fully reflect the core values of friendship and respect. As a result, pupils flourish personally and socially.
3. Pupils challenge injustice and inequality and are courageous advocates for change in support of local and national charities. Through both fundraising and the curriculum they are aware of global issues. Within this community, pupils' characters are shaped and they are inspired to action. For example, following work on plastic pollution pupils are passionate about reducing, reusing and recycling waste. One pupil commented that 'God made the world and we have to look after it'.

Points to note

The writing:

- gives unambiguous evaluation of spiritual development

BUT

- focuses on flourishing almost to exclusion of vision and leadership
- treats strands 1- 4 (not 5) in isolation - lack of interconnection

Overall, too little attention to what IQ and FQs ask



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Unlock the structure of extract B *Text displayed with new line for each strand (ochre numbers)*

4. Pupils behave extremely well at XXXX. This is **because** they truly understand the purpose of the school's golden rule and the importance of the school vision and values. 'If we didn't have the values, we wouldn't get on so well', explained a child in Year 4.
5. Pupils really understand how the **need to 'treat others as you would like to be treated'** is an important benchmark for life. **In this way** they are learning to treat everyone, whatever their faith or background, with dignity and respect. **The school has worked hard to give pupils many experiences that, underpinned by the vision, enable them to understand diversity and difference.** Pupils recognise that if they are to **live life in all its fullness**, they need to try new things, including some that might scare them!
4. **This links with** their recent work on good mental health where they were challenged to 'Find your Brave'.
3. **Pupils have chosen two charities this year, one of which raises funds for schools in Africa.** This is a clear example of how pupils are seeing the school's vision in action. They have a real sense of challenging injustice and relate it explicitly to the right of everyone to be treated fairly.
2. The school has not explored what it means to be spiritual. Whilst a difficult concept, understanding what this means for pupils and staff is an important step.
- 4/2. **Attendance is good because children enjoy a well-thought-out and creative curriculum.** The headteacher works closely in supporting families **so that** they see the importance of their child being in school.

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Points to note

The writing:

- addresses the **IQ** although does not always make specific reference to V, L and F
- uses **connections** to weave strands together – signs of a more diagnostic approach to reporting emerging
- shies away from making weakness in spiritual development explicit. – leans towards advisory language.

Unlock the structure of extract C *Text displayed with new line for each strand (ochre numbers)*

- 1/2. **Recognising that all children are created in the image of God, school leaders have developed an exciting, broad and balanced curriculum in line with its Christian vision which strongly supports the holistic development of all pupils.**
2. Data shows that progress and attainment are good across the school. Innovative enrichment days with alternative timetables including Forest School and learning Mandarin, ensure **personal growth in resilience, confidence** and independence, and 'value days' are times set aside to focus on the school's **Christian values** in an atmosphere of togetherness and time for reflection.
2. **Pupils gain** hugely from these days and they **contribute well** to developing their **sense of spirituality.** Pupils are **keen to discuss** their learning, and effort and success is celebrated.
5. This is a **highly hospitable community** where diversity is embraced.
2. **The SENCO has introduced a flexible range of programmes to support vulnerable groups and progress is monitored.**
4. **Behaviour is good and there is a school Pets As Therapy (PAT) dog who supports good mental health for pupils and adults.** The school's **Christian ethos** underpins behaviour management through the practice of forgiveness and reconciliation.
3. **Leaders provide quality opportunities for pupils to question injustice and inequality and the Christian vision of the school is lived out in the passion with which pupils care about God's world and people.** Pupils have become **highly confident advocates** of change. Whilst supporting a range of charities, **pupils organise** fund raising to educate a child in the Philippines, whom they view as a member of their school, and to support a sick child in this country.

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Points to note

The writing:

- addresses **IQ** with powerful opening statement – then unpacks this across strands 2-5
- **explicit reference to vision, leadership and flourishing**
- consistently addresses FQs whilst building a distinctive picture of the school
- weaves an awareness of spiritual development through the text.

SIAMS Inspector Training 2021-22

Day 3: *Communicating well*

Establishing relationships, delivering feedback, leading alone, writing fluently

Trainers: Margaret James, David Tait, Jayne Pavlou & Paul Rusby



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: Code of Conduct

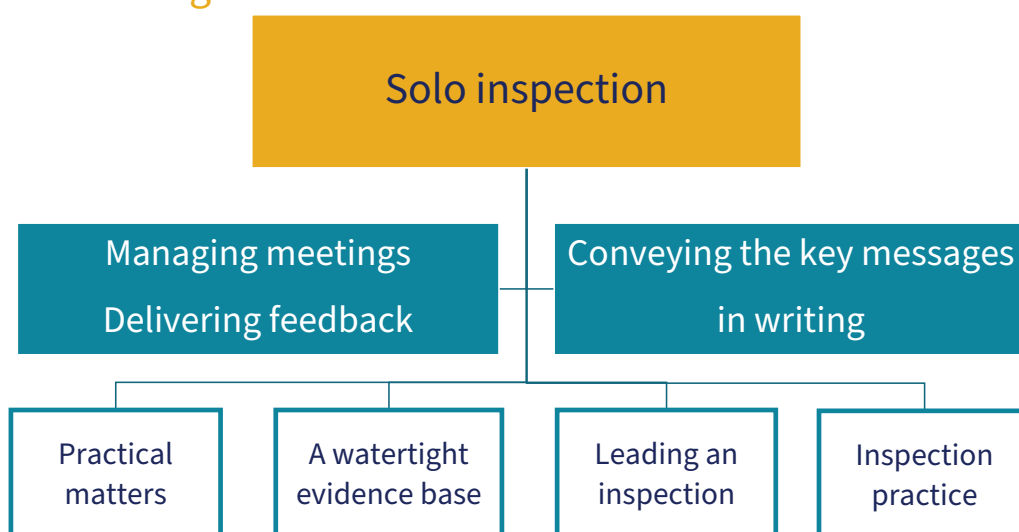
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Session F *Inspecting Solo*

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Good communication lies at the heart of a successful inspection
- whatever the grade



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What happens next?

- Virtual shadows
- Autumn term

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'Live' shadow and sign-off – what they mean for you

For the 'live' shadow, you will:

- be allocated to an inspection where you can observe an experienced inspector.
- have access to all inspection documents
- not take an active part in the inspection but remain a silent observer. *The inspector will explain their thinking in managing the process between activities but will not have time to answer all your questions until after the inspection.*
- complete the following assessed tasks
 - write a PIP and send to your assessor before the inspection.
 - write a SIAMS report and send to your assessor for quality assurance and feedback
 - practise completing evidence forms.

On the sign-off inspection, you will:

- be responsible for managing all aspects of the inspection
- be shadowed by a sign-off assessor who will monitor every stage of the inspection, act as quality assurance and advise the CEEO on your accreditation as a SIAMS inspector.

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Practicalities – preparation pays

Grow your own systems for how you manage templates

Evidence forms

- Keep safely within reach
- Pre-populate
- Record everything

Questions

- Starter questions
- LOE first
- Say not read

Stamina

- Keep and look alert

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Ways of noting questions

A

Starter questions and possible follow up notes with LOE
+ quick to find
+ identifies train of thinking
- tricky if moving to next page

B

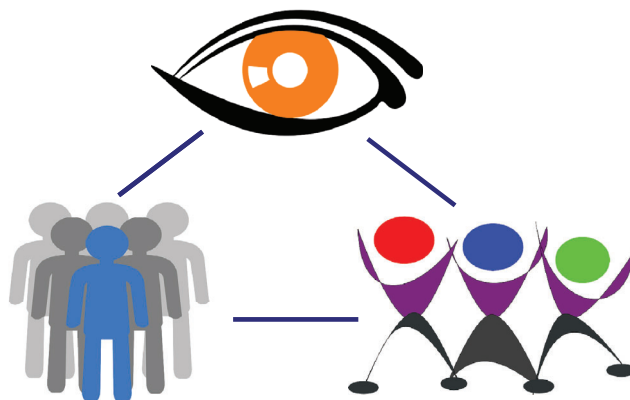
Note question leaving space to record responses
+ keeps Q&A together
- unlikely conversation will stick to same order, dialogue moves around

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Session G *Managing meetings, delivering feedback*

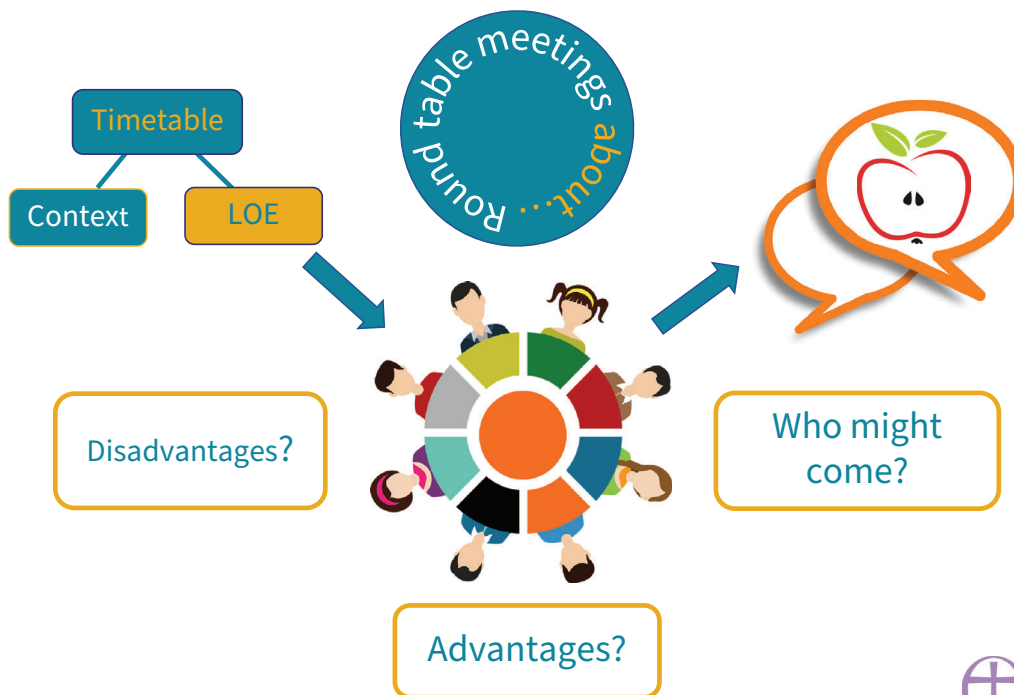
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We are answering the inspection question



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

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Activity : Meetings about...

1. Working in break out groups, discuss how meetings 'about' rather than 'with' makes a difference.

What are the benefits? How might you manage the challenges?



The guidance indicates that the headteacher could advise on who might join each meeting.

2. Choose three of 'meetings about' and think about who you might expect to join you around the table.

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Adopt skillful strategies in managing meetings



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Tips for final feedback

- ✓ Prepare the whole template
- ✓ Compose yourself
- ✓ Check the room so that you have eye-contact with everyone present
- ✓ Follow every step of the template
- ✓ Make it clear that the outcomes are provisional and subject to QA
- ✓ Give single grades
 - (Where the grade is Good, features of better practice can be highlighted in the key findings but do not confuse listeners by describing them as Excellent.)

X Do not invite debate

A strategy for dealing with challenge

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Building a watertight evidence base

List five omissions to good practice that could prompt a challenge from the school

A watertight case – adjudicator’s view of key findings

2. Key findings

- ✓ Identify most significant findings
- ✓ Encapsulate the grade
- ✓ Balance positive and negative findings

- ✓ Give weight to context
- ✓ Evaluate *vision – leadership – flourishing*
- ✓ All points relevant to Church school status



Here are four examples (note how every word counts):

Spiritual development is intrinsic to the curriculum. Adults and pupils explore their uniqueness and value to themselves, each other and the wider world through the provision of high quality RE and excellent collective worship.

Governors have not ensured that monitoring and evaluation of the school as a Church school takes place regularly in order to effectively support school development.

There is some evidence of the monitoring of Church school distinctiveness, including collective worship, since the last inspection but this is not yet systematic enough to have a consistent impact.

Highly effective leaders, motivated by the vision, ensure the school is outward facing and serves the common good.

A watertight process- lessons from adjudication

- Make sure you can explain your rationale for the lines of enquiry (LOE).
 - Seek the headteacher's advice on the contextual information and the attendees at meetings.
- Use the templates for all conversations and record those fully.
 - Record conscientiously and fully. Allow a couple of minutes to complete them before you move on.
 - Make sure the evidence forms are complete – neither single words with a question mark nor flowing prose.
 - Check your pink boxes – do they tell the story of the inspection?
 - Ensure the mid-point form is complete with the headteacher's response.
 - Make it clear at the final feedback that those exact words may not be in the report.

A watertight process - lessons from adjudication

- Follow the inspection agreed processes and do not deviate.
 - Follow your timetable and timings. When you alter it, how do you manage this process?
- Keep a record of every time you check if the headteacher has any concerns.
 - Allow yourself time to reflect before you meet with the headteacher.
 - Do not be rushed giving the feedback. Stress the provisional nature of the grades and AfD.
- Make sure you listen well. Confirm your understanding of what people say if you are at all unsure.
 - Allow people time to respond and give additional evidence but keep on task.



Session H Getting started on the inspection findings

Through the eyes of the quality assurance inspector

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Report writing tips

- There is no simple formula to report writing. It is a matter of learning by doing.
- The Checklist was not written for critical readers.
- When you have written your first draft, **read it aloud**.
- Never press SEND at midnight ! Sleep on it and read it again before you press the button.

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Where to start

Open the inspection findings with a general statement that addresses the overall inspection question but in different wording to the key findings. Begin every paragraph with an opening statement that gives the reader a clear steer for what is to come.

You then have several options. Your choice will depend on your personal style and the nature of the messages to be conveyed. Here are two approaches:

- A. Unpack the key findings from the front page in the context of the inspection question.
 - ++ *helps achieve consistency and cohesion across the report*
 - ++ *easier to balance the evidence in explaining grades or to explain variation in grades*
 - *danger of too little attention to some strands*

- B. Devote a paragraph to each strand
 - ++ *comprehensive coverage of the Schedule*
 - ++ *useful to explain where specific strands are significantly stronger or weaker*
 - *easy to fall into the trap of treating strands in isolation so wider impact of vision can be missed*
 - *not appropriate for making case for excellence*

Examples of well-written opening paragraphs

A This is a happy and supportive school that has caring relationships between staff, pupils and parents. However, the school's vision is not sufficiently distinctively Christian in its wording or implementation, nor is it theologically underpinned. The new headteacher articulates a Christian basis for the vision but knowledge of this is not widely shared. This limits the impact of the vision and associated values across the full work of the school. Governors have not engaged with training to keep up to date with current thinking in Church school education.

B Governors, in collaboration with the school community, have developed a Christian vision which underpins the curriculum, supports learning and enables effective relationships throughout the school. Pupils and staff continually refer to stirring up or challenging themselves and others to be the best they can be. Recruitment and on-going training ensure that all staff support and develop the school's Christian vision. The acting headteacher, supported by all staff, has ably maintained the Christian distinctiveness of the school. This has enabled the vision to be fully embedded.

Both paragraphs give the reader a clear steer for what is to come. Writing explicitly draws a connection between vision and leadership and sets the scene for how well pupils and adults flourish.

The Checklist helps inspectors to convey the key messages clearly

Remember, the checklist was not written for critical readers.

Divided into three sections:

- The front page
- The inspection findings
- The writing style

From the Checklist

1. Check the front page

- is a summary of the inspection outcomes
- directly answers the inspection question
- is unequivocal in explaining grades.

2. Check the inspection findings (page 2 of report):

- explain how the Christian vision motivates and shapes policy and practice and how this leads to the flourishing of pupils and adults in the school community
- three elements of vision, leadership and flourishing can each be a starting point for addressing the inspection question
- pay appropriate attention to the ongoing impact of the pandemic
- analyse why leadership is effective and indicate the reasons for any shortcomings
- keep 'Church schools for all' at the forefront of thinking

More from the Checklist

Evaluation of the strands:

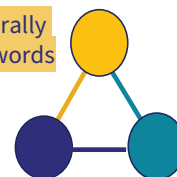
- responds to the **focus questions**
- addresses strands in different degrees of detail according to context and outcomes (no expectation of equal weighting)
- **weaves strands 3,4,5 together** in evaluating character development
- reports on **RE in all schools** under Strand 7
- **restricts VA box** to quality of teaching and learning and pupil progress in response to curriculum.

Text is well-crafted:

- builds a coherent and substantial argument for the grade in the context of the school
- balances positive evidence with shortcomings in practice
- expands upon and is consistent with the front page
- explains variations in grades, with reference to vision and leadership
- captures both the essence and the **big picture** of the school

...and what about writing style

meets requirements:	is structured so that:	uses language that is:
<ul style="list-style-type: none"> ✓ complies with guidance on the template ✓ follows the house style ✓ adheres to word limits ✓ makes minimum use of capitals 	<ul style="list-style-type: none"> ✓ each paragraph opens with a bold, evaluative statement that gives the reader a clear steer for what is to come ✓ each paragraph follows one train of thought ✓ writing is consistently evaluative, using description solely for brief and telling illustrations ✓ emphasis is on what pupils regularly experience ✓ connections between cause and effect are logical and valid. 	<ul style="list-style-type: none"> ✓ straightforward ✓ inclusive ✓ succinct ✓ unambiguous ✓ in the present tense ✓ in active voice (not passive) ✓ in sentences generally no more than 20 words



Activity Opening Paragraph

Using what you know of a church primary school, try writing the opening paragraph for the inspection findings.

Aim for 80-100 words. The word limit for the inspection findings is 1000 so make every word count.

After 15 minutes you will be able to move into breakout rooms in pairs. Read your paragraphs to each other. Focus on checklist boxes 4 and 7 to offer some feedback to each other.

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Key messages for managing inspection

Select five features that you feel are non-negotiables in managing inspection

- template
- Pink boxes
- timetable
- context
- adults and children flourishing
- inspection question
- sequential process of inspection
- profession conduct/effective practitioner
- LOE
- Strands

Agree three that might be game changers

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Leading an inspection

What the trainers say

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The role of inspector



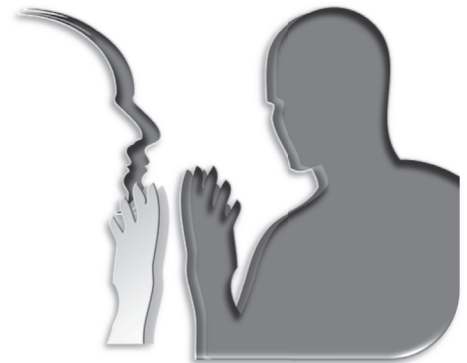
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....From the prayer for understanding...

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.



St Thomas Aquinas. Prayer for Understanding, from Heart of Pilgrimage.
Ed Eamon Duffy [Bloomsbury, 2013]

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