

SIAMS 2023 Framework Training for registered inspectors

Day 2

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THE CHURCH
OF ENGLAND
EDUCATION OFFICE

Questions arising from Day 1

Should the whole school community be involved in setting the vision?

- Vision is about the school setting out its stall about its Christian foundation and its purpose in meeting the needs of the community.
- That is the task of leaders – to set the direction.
- If the community has been involved, it would be important to know why and what that achieved.
- SIAMS does not ask that this should be the case and should not be promoting the idea through inspector questions.



Questions arising from Day 1

Should SIAMS critique/challenge the school's vision?

- SIAMS needs to establish whether the school has a theologically rooted Christian vision.
- How did this come about? What was the process? The inspiration? What is the impact?
- It is not about an inspector agreeing with, disagreeing with, or challenging the theology applied by the school.
- A caveat would be if there was an obvious departure from mainstream Anglican/Methodist thinking/teaching.



Questions arising from Day 1

Won't increased attention to individual school context simply increase inconsistency?

- Difference does not equate to inconsistency – intelligent flexibility.
- Schools are already different, so why do we think inspection will not reflect this?
- However, individual context might mask inconsistency in inspection practice, and inspectors must pay close attention to the IQs, all policies, protocols etc. Attention to school context is not an excuse for lack of challenge by inspectors.
- Being context-driven is not an excuse for poor practice in schools.



Questions arising from Day 1

Should a school really get away with publicly ‘dumbing down’ the theology of its vision?

- Different audiences deserve appropriate terminology to be used – theologically, this is called contextualisation.
- Quentin Roper’s 2020 research findings: “...the language of theology...about Christian vision...may prove to be a hindrance outside the context of a community of believers...”



Questions arising from Day 1

Will the school still have a 50-word limit for their vision on the report?

- This has only ever been related to space on the front page of the report.
- We are likely to increase it to ‘... in no more than 100 words...’
- The template/s will confirm the decision once ready for publication and we will also inform Diocesan SIAMS Leads.
- This is not an issue that should determine a school’s vision.



Day 2 Overview

- Brief review of the 2023 Framework
- Unpicking the Inspection Questions
- Practising inspection skills
- Understanding the Judgements
- Revisiting how I will know when/if I have enough evidence to make a judgement



Overview of the 2023 Framework

Headlines

- Judgements replace grades.
- Each school needs to have a theologically rooted Christian vision.
- High level inspection questions with a focus on impact replace exhaustive lists of criteria.
- Each school's specific context plays a greater role than at present.
- Trust accountability is brought to the fore.

The 2023 SIAMS Framework

Inspection Structure

Context of the school 1: Who are we? This factual information enables the inspector to understand the specific context of the school. No judgements are made on this information.

Context of the school 2: What are we doing here? This information enables the inspector to understand the theological underpinning of the school's Christian vision, the school/trust's governance structures, its arrangements for RE and collective worship, and its partnerships. This information informs the inspection judgements that the inspector makes.

Inspection Questions (IQ): How then shall we live and learn together? This information is central to the evidence-based judgements that the inspector makes. The subquestions ensure that the inspector and school leaders have enough evidence to answer the main IQs.

Context of the school 1: Who are we?

- a) Is the school a Church of England, Methodist or joint denomination school?
- b) Is the school (formerly) voluntary controlled or (formerly) voluntary aided, or does it have another designation?
- c) If a former voluntary controlled school does it, as an academy, provide denominational religious education? (see next slide)
- d) What phase is the school – first/infant, junior, primary, middle, secondary, high, all-through? What is the number of pupils on roll?
- e) Is the school an academy or a maintained school? Is the school part of a federation?

1c)

Religious education (RE) and collective worship in academies and free schools - GOV.UK (www.gov.uk)

Former voluntary-controlled and foundation schools with a religious designation that have converted to academies

Foundation or voluntary-controlled schools with a religious designation that convert to academies must arrange for RE in accordance with the requirements for agreed syllabuses (in the main Christian whilst taking account of the other principal religions. as set out above) unless any parents request that their children receive RE in accordance with the tenets of the school's faith. If any parents do request this, the academy must make arrangements for those children to receive such RE unless, because of special circumstances, it would be unreasonable to do so. The funding agreement sets this out (by applying the relevant provisions of the Education Act 1996 and the School Standards and Framework Act 1998).

Context of the school 1: Who are we?

- f) How is school (and trust) leadership structured and organised? If part of a trust, what authority is delegated locally?
- g) What characterises the school's pupil profile, and the community within which it is situated and/or that it serves? For example, how ethnically, culturally, and socially diverse is the community? And what are the educational needs of pupils?
- h) What church and DBE/MAST partnerships does the school have?
- i) Does the school have any other links or partnerships?

Context of the school 2: What are we doing here?

- a) Considering the answers under ‘Who are we?’, what is the vision of the school and of the trust?
- b) How is the school’s vision a clearly-articulated, theologically rooted Christian vision? How does the trust’s vision resonate with this?
- c) How do the specific needs of the school community inform the theologically rooted Christian vision? In other words, do leaders understand the school’s context, and do they know how to respond to it theologically?

Context of the school 2: What are we doing here?

- d) Why have school leaders decided that the school should be a maintained school/an academy? How does this status enhance the effectiveness of the school as a Church school?
- e) As a result of the school's Christian vision, original foundation, and current context, why are school and trust structures of governance as they are?
- f) How do governance accountability and delegated authority in the school and trust enhance the work of the school as a Church school? How do leaders know this?

Context of the school 2: What are we doing here?

- g) What are the school's arrangements for collective worship? Why are these arrangements in place?
- h) How is religious education structured and organised? Why have these decisions been made?
- i) What is the relationship between the school/trust and the DBE and/or MAST? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?
- j) What is the relationship between the school/trust and local church/es? How do these relationships enhance the school's ability to live out its Christian vision and to live up to its foundation as a Church school, enabling people to flourish?

Context activity – role play

- Role playing initial call to school – 15 mins
- Breakout rooms of 2 people – take it in turns to take each role (inspector & h/t)
- Establish the context – where/how does Context 1 spill over to Context 2?
- Explore the theologically rooted Christian vision as part of the role play
- What information does the inspector need before the call?
- What do they need to find out during the call? How will they ask?
- What will they do next?
- Give feedback back in main room after the 15 minutes

Context activity review

- How did you cover all aspects of context? Remember this will be a crucial part of reaching inspection judgements.
- What sort of questions did you ask? Is there any other documentation that would be helpful to now have from the school?
- What questions did you ask to explore the theologically rooted Christian vision?
- What made the responses credible – or not?
- What were/might be the barriers to this discussion?
- What skills did you need to employ?
- How did you ensure that your approach was discursive?

Inspection Questions (IQ)

(This information is central to the evidence-based judgements that the inspector makes. The subquestions ensure that the inspector and school leaders have enough evidence to answer the main IQs.)

Inspection Questions

- There are 6 IQs for all schools
- IQ7 is just for (former) VA schools
- It also needs to be answered for former VC schools that, as academies, have chosen to teach denominational RE. We have asked dioceses to liaise with trusts over this so that we can plan the correct inspection.
- *The IQs are high level, they focus on impact, and they do not require any particular criteria or methodology from the school.*
- Inspectors need to make sure that they are not allowing preconceptions on *how* a school achieves impact to influence their thinking.

Inspection Questions

- Each IQ is supported by subquestions.
- Subquestions are not criteria. You do not need to answer them or tick them off, and schools do not need to systematically address them.
- Their purpose is as follows.
 - To give **schools** *some ideas* of how they *might* go about answering the IQ. Schools *might* use all of the ideas in the subquestions, and they *might* use none of them. The focus is on *impact* and on answering the IQ. How the school goes about this will be determined by their vision and their context. It just needs to work!
 - To give **inspectors** a framework of the nuts and bolts that underpin the IQ. We will unpick this as we go through each IQ on the following slides.

IQ1

How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

- a) How is the Christian vision expressed? For example, is it through values that are faithful to the Anglican/Methodist foundation of the school?
- b) What other strategies do leaders employ to ensure that the theologically rooted Christian vision is a living reality that enables pupils and adults to flourish?
- c) How do leaders know that the theologically rooted Christian vision is enabling people to flourish?
- d) How does the vision of the trust resonate with the school's theologically rooted Christian vision in a way that enhances the work of the school and its Christian foundation?

A word about Christian vision

- Properly Christian vision!
- A theologically rooted Christian vision – what does the school/trust understand by this and how do they explain it to you?
- SIAMS will no longer attempt to evaluate the effectiveness of a vision that doesn't actually exist.
- It will highlight the difference between vision and values. A set of values will not be accepted as a theologically rooted Christian vision.
- Are you convinced that the school has thought theologically about its context?
- Terminology is not the most important thing eg mission statement, strapline, motto, etc

The Law

What drives me? Why am I called to be a leader? What is my educational philosophy? My theology for education? What is my understanding of faith? What is my view of leadership? Who am I? Why am I involved in Church school leadership?

SIAMS Schedule

Leadership

What do the Bible, and the teachings and traditions of the Church say about education, in the context of the school? The CofE vision for education has done a lot of this thinking already – what parts of it are most relevant for my school? What are we doing here? Do I just add a Bible verse to the vision we already have? Do I have to have a Bible verse?

Who are we as a school/trust? What characterises the school? What about the wider community? What do they most need from the school? How can we best serve them? How can we bring hope and aspiration? How can we enable flourishing and fullness of life?

Theology

Context

Ofsted Framework

Trust Deed

IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

- This IQ presupposes that the school has a theologically rooted Christian vision. It may and it may not. We are not critiquing theology.
- Your evaluation of this point is crucial to a fair inspection and accurate judgements. You will have addressed it in the initial call and PIP, and you will continue to triangulate during the inspection day/s. Don't rush to judgement. Listen. Communicate.
- If the school does not have a theologically rooted Christian vision, you must make this clear. This judgement must be based on an extensive and rigorous evidence base, and you must have given the school every chance to demonstrate that they do have a theologically rooted Christian vision.

IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

- The school's theologically rooted Christian vision must be having an impact on pupils and adults, otherwise it is pointless.
- It should be an expression of the school's original foundation (Christian/Anglican/Methodist) and it should be enabling people to flourish.
- The school therefore needs ways of making the vision a living reality – this might be Christian values, character education, or other strategies chosen by the school. It is up to them how they do this, as long as the vision is having the intended effect, ie it is enabling people to flourish.
- What does the school say flourishing looks like? What evidence do they give you?

IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

- School leaders need to know whether the vision is having the intended effect. If it is, they should be building on it. If it isn't, they should be making some changes.
- They will only know this if they are carrying out some form of monitoring and evaluation. What do they do, and what does it tell them?
- If the school is part of a trust, SIAMS inspection *must* involve trust leaders/directors and it *must* hold them to account under each IQ.
- How will you manage this? What might your timetable look like? And what might your conversations cover?

IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

- Before a school is permitted to join a trust, it needs to have secured the consent of the DBE.
- That process will have involved the trust committing to protecting and enhancing the school's CofE/Methodist foundation.
- SIAMS will hold them to account for whether and how they are doing this. What does the trust say? What does the diocese say?

IQ1 How does the school's theologically rooted Christian vision enable pupils and adults to flourish?

- Not all trusts are expected to have a theologically rooted Christian vision. However, at the very least, the trust's vision should resonate with the school's Christian vision and it should enhance its work.
- The findings on this will contribute significantly to the judgements, and it may tip a school from J1 into J2(a).

IQ1 activity - discussion

- Breakout rooms of 4 for 10 minutes
- Who would you need to meet from the trust?
- What questions would you ask them? What would you need to find out?
- What would you accept as valid evidence to demonstrate that the vision of the trust is enhancing the work of the school as a Church school and its original foundation?
- What might you encounter as barriers to this and how would you deal with them?

IQ1 activity review

IQ2

How does the curriculum reflect the school's
theologically rooted Christian vision?

IQ2 How does the curriculum reflect the theologically rooted Christian vision?

- a) In what ways does the theologically rooted Christian vision shape the curriculum, including the extra-curricular offer?
- b) How is spiritual development an intrinsic part of the curriculum?
- c) How do leaders know that the curriculum is having the intended effect for pupils?
- d) How, specifically, does the Christian vision shape the learning experience for pupils who are deemed to be vulnerable and/or disadvantaged?
- e) How does being part of the trust enhance the school's curriculum?

IQ2 How does the curriculum reflect the theologically rooted Christian vision?

- First and foremost, Church schools are learning communities.
- If the school's theologically rooted Christian vision really is driving its work, then this will be evident in the curriculum.
- You will not do a full inspection of the whole curriculum – that would be impossible. Don't get drawn into an investigation of individual subjects. We are not Ofsted.

IQ2 How does the curriculum reflect the theologically rooted Christian vision?

- Instead, you will need to discuss with school leaders how they know that the curriculum reflects the school's theologically rooted Christian vision? What is their evidence for this (a couple of examples will help you to triangulate at a high level)? What impact does the curriculum have for pupils? How does it enable *all* pupils to flourish academically?
- How is this also the case for extra-curricular provision?

IQ2 How does the curriculum reflect the theologically rooted Christian vision?

- Spiritual development is not a separate standalone issue for Church schools. Reflecting their Christian foundation, it should be intrinsic to everything that the school does.
- Its educational offer should be enabling pupils to grow holistically as spiritual human beings, made in the image of God.

IQ2 How does the curriculum reflect the theologically rooted Christian vision?

- Therefore, spirituality and spiritual development should be part of the whole curriculum as well as part of the school's worship life.
- Before you can know if this is the case, you need to know how the school understands spirituality.
- You need to explore this with wisdom and sensitivity.
- It is not for you to impose your own view of spirituality on the school. Yet, at the same time, the school is a Church school - it has a Christian foundation, and it has a modern-day context.

IQ2 How does the curriculum reflect the theologically rooted Christian vision?

- How does the school bring these together into their understanding of spirituality? And then, how does this inform the curriculum?
- In some schools, people might recite a ‘definition’ of spirituality; in others, they might talk about it in their own way but with a common thread.
- Your task is to discern what they understand it to be and how this makes a difference.
- Is it reflected in an effective policy? If not, this raises questions about authenticity/validity of the evidence.

IQ2 How does the curriculum reflect the theologically rooted Christian vision?

- You should see a resonance between the school's theologically rooted Christian vision and the understanding/role of spirituality in school life.
- To reiterate, first and foremost, Church schools are learning communities.
- Therefore, all pupils should be learning well, according to their own needs and abilities.
- How do leaders know if this is the case? And what evidence can they give you?
- As a Christian learning community, there is a special responsibility to ensure that those who are deemed to be vulnerable are able to flourish.
- Is this a specific focus for the school, as a result of their theologically rooted Christian vision? How? What effect does it have?

IQ2 How does the curriculum reflect the theologically rooted Christian vision?

- How does the trust enhance the school's Christian-vision-driven curriculum?
- This is a part of the commitment they made before taking on the school and they should be able to provide you with evidence of how they are doing this.
- Their vision, policies, practices should all contribute to this and there should be tangible results.
- Whilst not expected to have a theologically rooted Christian vision (a diocesan trust might), the trust should have a vision that enhances the spiritual development of pupils and adults in the school.

IQ2 activity– discussion

- Breakout rooms of 4 for 10 minutes
- Using the ‘Let your light shine’ Vision 3 from Day 1’ what might you expect to see in/through the curriculum in this school?
- What questions might you ask? Who would you want to meet with?
- How would you avoid going down a rabbit warren of individual subject ‘inspection’?
- If a curriculum is infused throughout with spiritual development, what evidence would you expect to see?
- How would you deal with a school that says it does not have a Christian understanding of spirituality due to its multi-faith context?
- What might you ask the trust in respect of spiritual development? What would you expect to see in terms of evidence?

IQ2 activity review

IQ3

How is collective worship enabling pupils and adults
to flourish spiritually?

IQ3 How is collective worship enabling pupils and adults to flourish spiritually?

- a) How do the theologically rooted Christian vision and the Anglican/Methodist foundation of the school shape worship and spirituality in the school?
- b) How do partnerships with the DBE and/or MAST, and partnerships with parish/local church/es enhance this?
- c) In what ways is the worship life of the school inclusive, invitational, and inspirational?
- d) In the context of the school as a Church school, what do pupils and adults understand to be the meaning of spirituality and spiritual development? How does this enhance and enrich collective worship and individuals' spiritual development?
- e) How does the trust contribute to and enhance the school's worship and spiritual life?

IQ3 How is collective worship enabling pupils and adults to flourish spiritually?

- This IQ is specifically about how collective worship enables pupils' and adults' spiritual flourishing.
- SIAMS reports often cite collective worship as being the heartbeat of the school. If this is the case, how? What evidence is there?
- If it is not, why not?
- What does the school think that spiritual flourishing looks like? How is this enabled/enhanced through worship?
- Be aware of your own views here – your positionality. Set your preconceptions to one side.

IQ3 How is collective worship enabling pupils and adults to flourish spiritually?

- How do worship and spiritual flourishing resonate with the school's foundation and vision in ways that are inclusive, invitational and inspirational?
- What part would you expect prayer, reflection, liturgy, the church, and school/trust leadership to be playing in this?
- How is any involvement by pupils enhancing their spiritual development? What is the evidence for this?
- How would you maintain a focus on impact when exploring this IQ and not get distracted unduly by provision?

IQ3 activity - discussion

- Breakout rooms of 4 for 10 minutes
- Use Vision 2 of a school in a multi-faith context from Day 1.
- What *might* you expect worship and spiritual flourishing to look like in this school?
- What questions would you ask/activities would you carry out to explore the detail whilst maintaining a focus on impact? Eg the place of prayer, leadership of worship?
- Are there any particular issues of which you may need to be aware in a multi faith context? If so, what are they?

IQ3 activity review



IQ4

How does the school's theologically rooted Christian vision create a culture in which pupils are treated well?

IQ4 How does the theologically rooted Christian vision create a culture in which pupils and adults are treated well?

- a) How does the theologically rooted Christian vision enable all to live well together in an inclusive, dignifying, and equitable culture?
- b) How do school policies and practice create a culture in which people's wellbeing is enhanced?
- c) How is enabling good mental health for all central to the school's work?
- d) As a result of the theologically rooted Christian vision, what effective strategies are in place that help pupils and adults, including those deemed to be vulnerable and/or disadvantaged, at difficult times?
- e) How does the trust contribute to and enhance the inclusion and wellbeing of pupils and adults, ensuring that all are treated well?

IQ4 How does the theologically rooted Christian vision create a culture in which pupils and adults are treated well?

- How does the school's culture reflect the theologically rooted Christian vision? How does the school know if pupils and adults are being treated well? Do people themselves feel that they are treated well? What evidence is there? How typical is it?
- Is this communicated through policies? Is practice commensurate with policy?
- As a result of being treated well, how is people's wellbeing enhanced? How does the trust add to this work?

IQ4 How does the theologically rooted Christian vision create a culture in which pupils and adults are treated well?

- What about mental health? Does the school have strategies, in line with their vision, designed to enable good mental health?
- What is it like for all pupils and adults who come to this school? This includes people from a range of socio-economic backgrounds, of different ethnicities, and different faiths. Are they treated well?

IQ4 How does the theologically rooted Christian vision create a culture in which pupils and adults are treated well?

- What about people who have differing academic abilities or who may not be described as neuro-typical?
- What is it like to be 'different' in this school? Is it a place of welcome, dignity, inclusion? Is this connected in practice to the school's vision?

IQ4 How does the theologically rooted Christian vision create a culture in which pupils and adults are treated well?

- ‘Difficult times’ might be macro or micro. Does the school have examples of/evidence to support how their Christian-vision-driven work helps people to deal with difficult times?
- Specifically, what is it like for those deemed to be vulnerable or disadvantaged to attend the school? Are they treated well? Do they feel that they are treated well?
- How does the school know?
- What do they do when things go wrong?

IQ4 activity– discussion

- Breakout rooms of 4 for 10 minutes
- Read Complaint 1 by a parent/small group of parents about how their children who have specific needs are not catered for appropriately.
- What would you do?
- How would this have an impact on your judgements and on the report/feedback to the school?
- Then read Complaint 2 in which a group of parents/pupils from a racial minority raise issues over whether they are treated equitably.
- What would you do?

IQ4 activity review

IQ5

How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?

IQ5 How does the theologically rooted Christian vision create an active culture of justice and responsibility?

- a) How does the theologically rooted Christian vision enable positive relationships that balance individual freedom and rights, with responsibility towards others?
- b) How does this culture encourage justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change?
- c) As an outworking of the theologically rooted Christian vision, what partnerships are important to the school? How do they impact positively and reciprocally on people's lives?
- d) How does the trust make a positive impact on the culture of the school?

IQ5 How does the theologically rooted Christian vision create an active culture of justice and responsibility?

- IQ4 focuses primarily on the internal culture of the school and how it directly benefits the school community.
- IQ5 builds on this, looking outwards, beyond self to others.
- It is right that each individual prioritises their own wellbeing. Our responsibility to others should not diminish our responsibility for ourselves.
- This is the balance of rights and responsibilities.
- But, in a culture in which each individual's wellbeing is a priority, how then do people look outwards towards others?

IQ5 How does the theologically rooted Christian vision create an active culture of justice and responsibility?

- Does the school know what is meant by courageous advocacy? (Do you know?) How is it a reflection of the school's theologically rooted Christian vision? What does it look like in practice?
- What evidence is there that pupils are empowered to act for justice and are encouraged/enabled to make ethical choices?
- How does the school/trust balance this with their legal duty for the work of the school to be politically impartial?
- If the school has partnerships (in the UK or elsewhere in the world), why do they have them? How are they an expression of the school's vision? What do leaders intend to achieve through them? How do they know if they are meaningful?

IQ5 activity - discussion

- Breakout rooms of 4 for 10 minutes
- What is courageous advocacy and what is it not? Give examples of each.
- What evidence might a school present to demonstrate that they have an outward-looking culture that is rooted in justice, and that empowers pupils to make ethical choices and to be agents of change?
- What would *not* count as compelling evidence here?
- How would you be attentive to issues related to political impartiality?

IQ5 activity review

IQ6 Is the religious education curriculum effective? (with reference to the expectations set out in the Church of England Statement of Entitlement for Religious Education)

- a) How do school leaders ensure that the provision, profile, and priority of religious education in all key stages reflects its place on the curriculum of a Church school?
- b) How do school and trust leaders ensure that the religious education curriculum is challenging, accurate, well-sequenced, well-balanced, relevant, and diverse?
- c) How do school and trust leaders ensure that religious education is well-resourced, and that continuing professional development for staff has an impact on the effectiveness of the curriculum?

IQ6 Is the religious education curriculum effective? (with reference to the expectations set out in the Church of England Statement of Entitlement for Religious Education)

- SIAMS reports often describe RE as a ‘core subject’. What do we mean by this? How does this affect its place on the timetable? What about the quality of the curriculum in both VA and VC schools?
- What about pupils’ engagement with RE?
- What about exam entry? Teacher expertise and CPD?
- How does the subject leader keep up-to-date with national developments? How do they ensure that this knowledge and expertise is shared with all those who teach the subject?

IQ6 Is the religious education curriculum effective? (with reference to the expectations set out in the Church of England Statement of Entitlement for Religious Education)

- ‘Well-balanced’ refers to the range of faiths studies, *but not only that*.
- It also refers to the balance between theology, philosophy, and human science.
- How does ‘Understanding Christianity’ fit in?
- How well-equipped are you to make judgements on a balanced RE curriculum?
- Do you know what Ofsted expect when they inspect RE?
- Day 3 will address this in greater detail.
- SIAMS inspection *must set the bar high when it comes to the inspection of RE*. It cannot be the poor relation and our evidence must be secure.
- Some of the evidence in the reports for 2021-22 was insecure.

IQ7 What is the quality of religious education in (former) voluntary aided schools, or in former voluntary controlled schools in which denominational religious education is taught?

a) What is the quality of teaching?

b) How well do pupils make progress in their learning as a result of a balanced and well-structured religious education curriculum?

c) How does assessment inform teaching and learning?

IQ7 What is the quality of religious education in (former) voluntary aided schools, or in former voluntary controlled schools in which denominational religious education is taught?

- The focus of IQ7 is teaching, learning, and pupil progress.
- How do leaders know if/how the subject is being taught well?
- How do leaders know if/how well pupils make progress? How do they assess this?
- What are the expected standards in RE? What is their benchmark? Would they describe this as ambitious?
- What evidence do they have to substantiate their assertions on the quality of teaching and learning, and pupil progress?

Summary of skills

- Some of these skills are already a high priority under the 2018 Schedule – radically the same
 - evidence-led
 - knowledgeable
 - authoritative
- Others are either new or have an increased emphasis – radically different
 - discursive
 - context-specific
 - flexible

Understanding the judgements

Judgements

- Inspectors will *work together* with school/trust leaders to create a robust and comprehensive evidence base – the coming together of experts, working collaboratively
- Inspectors will then *work alone* to evaluate this evidence to make judgements, holding school and trust leaders to account.
- Judgements must be evidence-based, robust, rigorous, accurate, and fair.
- Judgements will put schools into one of two categories.

Judgement J1

Through its vision and practice, the school is living up to its foundation as a Church school and is enabling pupils and adults to flourish.

Judgement J1

- Does this mean perfection? No.
- Does it mean the school has nothing to improve? No.
- Is it time for complacency? No.
- Is the work done? No.
- Will the school be doing the same things as the last school you inspected? Not necessarily.
- Would you do everything that you see the school doing? Not necessarily.

Judgement J1

- Does it mean that the vision is theologically rooted? Yes.
- Does it mean that the vision is genuinely making a difference to people's lives? Yes.
- Does this include all the different types/groups of people in the school? Yes.
- Does it mean that there is equal evidence for each IQ? Not necessarily & likely not.
- Does it mean that nobody will have a complaint against the school? No.
- Does it mean that you can generally be confident that the school is working effectively as a Church school? Yes.

Judgement J1

- What if there is sufficient evidence from the school, but the trust appears to be hardly involved?
 - What does the scheme of delegated authority say about where responsibility lies?
 - Is the trust trusting the school's expertise?
 - Are they refusing to help/being neglectful? Key findings and AfDs – front page news!
 - What does the diocese say about the trust's involvement?
- Remember you are inspecting the school, but that the trust has made commitments – context is key.

Judgement J2

The school's vision and practice are not enabling it to fully live up to its foundation as a Church school. This is for the following reason/s.

Judgement J2

- School and trust leaders have not ensured that there is a theologically rooted Christian vision for the school that is enabling people to flourish.
- School and trust leaders have not ensured that the curriculum reflects the school's Christian vision.
- School and trust leaders have not ensured that collective worship is enabling pupils and adults to flourish spiritually.
- School and trust leaders have not ensured that pupils and adults are treated well.

Judgement J2

- School and trust leaders have not ensured that the school's Christian vision creates an active culture of justice and responsibility.
- School and trust leaders have not ensured that the provision, profile, and priority of religious education result in an effective curriculum.
- In a (former) voluntary aided school, or in a former voluntary controlled school in which denominational religious education is taught, school and trust leaders have not ensured that the quality of teaching is good, and that pupils make at least expected progress.

Judgement J2

- Inspectors will award J2 if there are any IQs for which the school/trust is not able to provide sufficient compelling evidence, thereby indicating a priority/urgent need.
- This might be, for example:
 - IQ1 – vision is not theologically rooted, or it is not enabling pupils/adults to flourish
 - IQ2 – lack of evidence that spiritual development is intrinsic to the curriculum
 - IQ3 – collective worship does not enable spiritual flourishing
 - IQ4 – policies on wellbeing are not reflected in practice & people are not treated well
 - IQ5 – work on justice appears to be missing from the life of the school
 - IQ6 – RE is not well-resourced & this has a negative impact on quality
 - IQ7 – teaching does not enable pupils to make good progress

Judgements

- J2 will highlight the areas on which the school needs to focus as well as indicating the school's strengths.
- Any permutation is possible under J2.
- J2 is not necessarily a 'failed inspection' although we need to be careful how we speak about this.
- A J2 judgement may be J2a, or J2b etc
- However, it may be J2a, b, c, d, e, f, and g
- Please do not tell schools that they have 'failed their SIAMS'

Judgements and trusts - summary

- If the school is flourishing (J1), but the trust is barely pulling its weight, then award J1.
- However, the KFs and AfDs MUST highlight the trust's shortcomings.
- If there are areas requiring urgent attention, either due to shortcomings from the school or the trust, then award J2 and identify which criteria are relevant.

What is the evidence for?

It is to enable you to...

- make accurate and fair judgements
- defend your judgements if challenged
- hold school leaders to account
- state whether, through its vision, the school is living up to its foundation as a Church school and is enabling pupils and adults to flourish
- *identify whether there is anything that requires urgent attention as a matter of priority*
- different from 'normal' areas for development

How will you know if/when you have enough?

- Does your evidence enable you to answer each of the 6/7 IQs?
- Has the school given you everything that could be relevant?
- Is there an urgent need related to any of the IQs? Eg no Christian vision, no real worship life, poor quality RE
- This is different from improvements that are needed eg embedding a vision, gaining understanding of courageous advocacy
- The IQs are high level- specific yet broad in scope
- Inspection can only ever be a snapshot – it is never the full truth nor the final word.
- The outcome/judgement is not an equation.

How will you know if/when you have enough?

Process

1. Use your expertise to bring together relevant context-specific evidence
2. Apply your professional judgement
3. Draw a conclusion – make a judgement

Making judgements activity - discussion

- Breakout rooms of 4 for 10 minutes
- Go through IQs 1-5. List other reasons why J2 might be the appropriate judgement.

Making judgements activity review

Overview of the templates

Templates ensure consistency in practice and provide a written record of how grades emerged.

- T1. Initial call to the school
- T2. Inspection Contract
- T3. Timetable
- T4. Pre-inspection plan (PIP)
- T5. PIP call
- T6. Evidence form (EF)
- T7. Mid-point Update
- T8. Final briefing & Areas for Development
- T9. Final feedback

T1. Initial call to the school

Changes

- Ask the headteacher to provide a summary of the school's *theologically rooted* Christian vision – circa 50-100 words.
- For the academic year 2023-24, inspectors will accept a SEF that is written against the 2018 Schedule.

Reminders

- Explain if a colleague will be present in a specific role (QA, Sign-off assessor, shadow).
- Request the following to be available for discussion during the inspection... *No further items to be added.*

T2. Inspection Contract

Changes

- Changes to format to accommodate dates for both 1 day and 2 day inspections.

Reminders

- Remember to keep a copy of the signed contract in your evidence base.

T3. Timetable

Changes

- No changes

Reminders

- The headteacher is asked to draft a timetable but the inspector retains control of it - they may need additional/fewer meetings &/or for timings to be amended etc. following receipt of the draft.
- Timings on the template are suggested and will be finalised by the inspector depending on the inspection lines of enquiry.
- Each meeting will have specific foci, depending on the lines of enquiry and the need to triangulate evidence.
- Combine meetings if this is helpful for your evidence gathering.

T4. Pre-inspection plan (PIP)

Changes

- LOE link to IQs

Reminders

- Aspects of school context should be considered as part of evidence gathering activities. Reference to them should only be made if they are necessary for understanding and interpreting the inspection findings.

T5. PIP call

Changes

- No changes

Reminders

- Remember to work through each of the bullet prompts on the template

T6. Evidence form (EF)

Changes

- At bottom of form - box to note where IQ(s) are resolved
- Margin prompts inspectors to use symbols to denote key evidence.

T7. Mid-point Update

Changes

- Template prompts the inspector to record and share the emerging judgement (J1 or J2) and to **Highlight as appropriate** on the template

Reminders

- Use the template *in full* and ask *all of* the questions
- Note the headteacher's response
- Invite headteacher to propose *provisional* areas for development either at the mid-point or at later meeting once they have had time to reflect

T8. Final briefing & Areas for Development

Changes

- Template prompts the inspector to record and share the final provisional judgement (J1 or J2) and to **Highlight as appropriate** on the template.
- Template prompts the inspector to ask the headteacher if they understand and agree with the judgements?
- Template prompts the inspector to share the provisional areas for development and remind the headteacher these are subject to QA.
- Template prompts the inspector to check that the headteacher understands and agree with the provisional areas for development.
- Template prompts the inspector to ask the headteacher if they wish to raise any concerns about the conduct of the inspection.

Reminders

- Use the template in full

T9. Final feedback

Changes

- Template prompts the inspector to inform the audience that both the judgements and areas for development are provisional and confidential as they are subject to QA.
- Template prompts the inspector to remind the audience that the inspection has sought to answer the six inspection questions.
- Template prompts the inspector to record and share the final provisional judgement (J1 or J2) and to **Highlight as appropriate** on the template
- Guidance related to the final two questions tweaked to draw clear distinction between an *appeal* against inspection judgements and a *complaint* about inspector conduct. *If the school wishes to appeal the judgement or complain about the conduct of the inspection, listen and record what is said but do not engage in discussion or a recount of the inspection at this stage.*

T9. Final feedback

Reminders

- Use the template in full.
- Record fully all responses.
- Remind the audience that leaders have been fully engaged in evidence gathering. Do not engage in discussion or a recount of the inspection evidence at this stage. This is particularly important if the school indicates they wish to appeal the judgement.
- Alert your QAR inspector if the school indicates that they intend to raise an appeal or a complaint.

SIAMS 2023

Radically different, radically the same.

