Quality Assurance of Inspection Practice (QAI) Report

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| Inspector |   | QA inspector |  |
| School |  | Date of inspection |  |

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| General Comments (if required) |
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INSPECTOR COMPETENCIES

* Highlight competency when satisfied.
* Comment only as deemed necessary.
* Competencies are taken from the Inspector Code of Conduct.

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| COMPETENCY 1Demonstrate comprehensive knowledge and understanding of SIAMS documentation | COMMENT |
| 1.1 Have a thorough working knowledge of the current SIAMS Framework and demonstrate competency in its implementation in the specific context of the school. |  |
| 1.2 Be familiar and comply with all national SIAMS protocols, policies, and guidance, as presented within the SIAMS Toolbox. |  |
| 1.3 Have up-to-date knowledge and understanding of Church schools, especially in respect of governance, RE, and collective worship.  |  |
| COMPETENCY 2Manage the inspection as a sequential process | COMMENT |
| 2.1 Adhere to all pre-inspection day timescales, especially in communicating with the school, writing the PIP, and agreeing the timetable. |  |
| 2.2 Access and analyse evidence from a range of sources. |  |
| 2.3 Ensure that lines of enquiry are consistent with pre-inspection analysis of evidence |  |
| 2.4 Create and revise throughout the inspection where necessary, a timetable that enables LOE to be explored in sufficient depth. |  |
| 2.5 Use all templates correctly to build a secure evidence base. |  |
| 2.6 Respond flexibly to ensure a sustained focus on creating a robust evidence base, judiciously closing down LOE when sufficient evidence has been collated. |  |
| COMPETENCY 3Communicate clearly and fluently, bothorally and in writing | COMMENT |
| 3.1 Establish positive professional relationships with school leaders in order to provide them with clear information in setting up the inspection. |  |
| 3.2 Establish and sustain professional dialogue that enables the collection of all relevant evidence. |  |
| 3.3 Communicate feedback and judgements sensitively but clearly and frankly, without fear or favour. |  |
| 3.4 Ensure that all written communication, including the PIP and report, are written in a fluent, clear, and logical style that enables the school community to recognise itself and to accept judgements as far. |  |