

School name							
Inspector no.		Date of call		Time		Form no.	

Practical Matters

Date/s of inspection	
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- Arrange a conversation with the headteacher either virtual or telephone. Headteacher may wish to invite a colleague to join this meeting.
- Explain if an inspection colleague will be present in a specific role (QA, Sign-off assessor, shadow).
- Check if the headteacher is familiar with *SIAMS Information for Schools* and the requests related to a SEF.

Confirm arrangements for:

- sending timetable requests at end of meeting
- receiving any self-evaluation *by end of day* (do not request any docs be sent on a non-working day)
- sending the PIP to the headteacher 48 hours ahead of inspection
- receiving the timetable at least 24 hours ahead of inspection and in readiness for PIP call
- time of PIP call the working day prior to inspection to confirm arrangements and deal with any queries
- lunch, parking, and base for working and holding meetings.

Confirm email and telephone contact details to be used.

Request the following to be sent by end of day:

- self-evaluation
- most recent IDSR
- school development plan.

Request the following to be available for discussion during the inspection:

- School's full record of self-evaluation in whatever form it exists
- Figures for
 - attendance
 - persistent absence
 - exclusion
 - prejudice related incidents
 - parental complaints in last 12 months, including for pupils in any alternative provision
- Indication of staff turnover
- Minutes of governing body meetings for last 6 months including relevant committees
- Available analyses of the outcomes of any recent surveys or questionnaires.

No further items to be added

Establishing the Context of the School:

Who are we?

- Is the school a Church of England, Methodist or joint denomination school?
- Is the school (former) voluntary controlled or (former) voluntary aided, or does it have another designation?
- If a former voluntary controlled school, does it, as an academy, provide denominational religious education?

- 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?
- 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?

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?
- d) Why have school leaders decided that the school should be a maintained school or 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?
- 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?

- Number on roll (NOR)
- Planned admissions number (PAN) and number of church places (VA)
- Chair of Governors / Trust Board

<ul style="list-style-type: none"> How many pupils are currently withdrawn from RE and from collective worship? How many families does this represent? 	
<p>Information about RE (if not outlined in policy or on website) How it is organised, who teaches RE, syllabus followed, additional resources</p>	
<p>Information about collective worship (if not outlined in policy or on website) How it is organised, who manages CW</p>	