



# Our Christian Foundation and SIAMS

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***Together, pursuing life in all its fullness***

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## **Our Christian Foundation and the SIAMS Inspection Framework**

The Core Mission of the Diocese of Coventry Multi Academy Trust is to build a better future for everyone within our Academies who will, in turn have a positive impact within their own communities. Inspired by John, Chapter 10, Verse 10, all our work is deeply rooted within our Christian foundation and our overarching aim to enable all pupils and colleagues to live life in all its fullness.

Each of our academies is recognised for its own distinctive and inclusive Christian ethos demonstrating its unique Christian character under its own theologically rooted, contextually-appropriate vision and by providing an inspirational and holistic education which enables all children and staff to flourish.

All our schools work with their local communities, Academy Governance Committees, parishes and the wider Diocesan Board of Education to develop and maintain their distinctive school visions which drive all the work they do whilst contributing to and aligning with the wider vision of the Trust. The SIAMS inspection framework is used by each of our schools as a benchmark against which to explore how each school's vision drives the work they do and how this enables them to live up to their foundation as a church school.

The inspection framework alongside the Church of England Education Office's publication 'Our Hope for a Flourishing Schools System: Deeply Christian, Serving the Common Good' also provides a tool against which to reflect on the central functions of the Trust and ensure the wider Christian vision is the driving force for all the work we do within and across our wider family of schools. This document outlines how work carried out centrally is driven by our mission and vision and how this work supports individual academies to do the same.

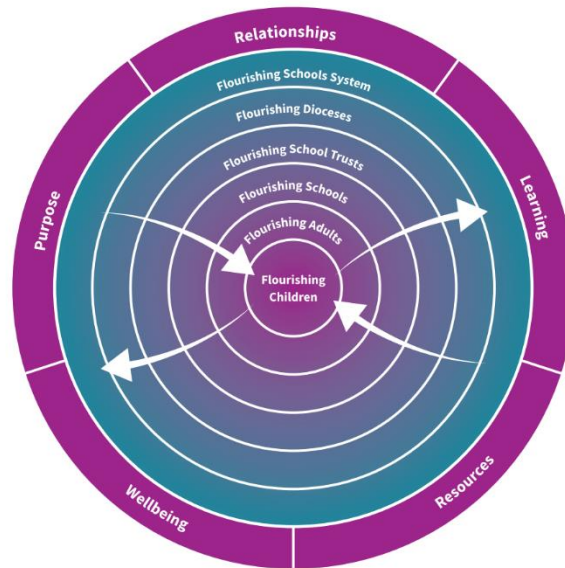
### **Context of Our Trust: Who are we?**

The Diocese of Coventry Multi Academy Trust consists of 22 Church of England Academies located across Coventry and Warwickshire. Our Trust is made up of 1 secondary academy, 18 primaries, 1 infant Academy and 2 junior Academies. Our schools vary in size from very small schools with mixed-age classes to multi-form entry settings and collectively, over 5000 children attend our schools supported by almost 1000 staff.

The Trust has a strong governance structure, working closely with the Church through our Church appointed Members, who maintain a close working relationship with the Diocesan Board of Education and the Diocesan Director of Education. The Scheme of Delegation ensures Christian Distinctiveness not only at Member level but throughout the governance and leadership structure of the Trust and its schools. Details of the governance structure are summarised in the Governance Summary document available from the Information Hub.

### **Context of Our Trust: What are we doing here?**

The Church of England's Hope for a Flourishing School System (2023) provides a useful model with which to reflect on why we are here and how we will carry out our work across the Trust. We know that in order to fulfil our vision for everyone in our community to live life in all its fullness we must create the conditions by which individuals in every part of our organisation can flourish both personally and in the roles that they fulfil. All our decisions and actions are considered through the lens of human flourishing.



*Our Hope for a Flourishing School System, The Church of England Education Office (2003)*

In the same way that the vision-led, Trust-wide strategic plan drives the overarching aims of the Trust, each of our academies works under their own Christian Visions which they have developed with their communities and wider stakeholders. Each academy's vision aligns with the wider vision of the trust and drives all the work each academy does.

An outline of the values and ethos statements from all our academies can be found on the Information Hub or on our individual school's websites.

### **Inspection Questions: How then shall we live and learn together?**

#### **IQ1 – How does the Trust's theologically rooted Christian vision enable pupils and adults to flourish?**

*"The education system stands or falls on the extent to which it is led by adults who are themselves, flourishing. Where there are few flourishing adults, there will be few flourishing children."*

*The Church of England Education Office, Our Hope for a Flourishing School System: Deeply Christian, Serving the Common Good (The Church of England Education Office 2023).*

Church schools continue to stand at the centre of the Church's mission to the nation and the distinctively Christian ethos of a church school underpins everything our trust does.

Whenever you walk into an academy run by The Diocese of Coventry Multi Academy Trust it will be immediately clear that you are walking into a church school. We don't change the distinctiveness of a school when it joins us. Instead, we add genuine value, and we ensure the Christian identity that should run through all Church schools shines brightly.

We embrace the Church of England's Vision for Education, seeking to educate for wisdom and knowledge, hope and aspiration, community and living well together and dignity and respect, and we work hard to ensure that the Church of England's Vision for Education is being lived everyday.

The Trust has a vision of building a better future for all within our academies, who in turn will positively impact their communities. Specifically, our vision, based on John 10:10, is for:

***“every adult, every child, and every academy in our trust to come together in order that we may pursue life in all its fullness”***

This shared purpose helps us to be unified around clear goals, which are set out in our Strategic Plan 2023-28. This plan focuses on five key stakeholder groups and recognises that these groups will flourish together, far better than they will flourish alone. The objectives of this plan are to:

- Support colleagues to flourish
- Support children to flourish
- Support those involved in governance to flourish
- Support families to flourish
- Support the wider church school family to flourish

The culture we seek to create is one of mutuality, service and support. We know that flourishing adults are individually effective but collectively transformative and as such all the work carried out by the Central Trust team aims to develop professional networks and relationships within and across our academies, focused on collective endeavour, mutual encouragement and improvement of practice.

Underpinned by our vision, our strategic plan identifies our goals through the lens of flourishing for all and outlines the steps we are taking to achieve them.

## **IQ2 – How does the Trust support schools to develop a curriculum which reflects the theologically rooted Christian vision?**

*“Flourishing schools ensure a careful balance between wisdom, knowledge and skill in their curriculum planning, enabling their students not only to excel in examinations but releasing wise young leaders and courageous advocates, inspired and equipped to shape their future society.”*

*The Church of England Education Office, Our Hope for a Flourishing School System: Deeply Christian, Serving the Common Good (The Church of England Education Office 2023).*

Each of our Academies has an ambitious, broad and balanced curriculum which is shaped by its Christian vision, an understanding of the particular circumstances within which it stands, and a recognition that each pupil is a unique individual. The curricula within our

academies go well beyond the academic requirements of the National Curriculum and emphasis is placed at every stage on the personal, spiritual and social development of our pupils as well as academic attainment. This ensures the rounded development of the whole child through their learning and spiritual development.

Leaders use ethical arguments to justify making bold curriculum decisions to ensure pupils experience an exciting and relevant curriculum that enables them to make progress in their learning and flourish. Although the Trust does not mandate an aligned curriculum, there is an expectation that leaders can explain how the Christian vision underpins the curriculum decisions and the ways in which learning is fostered, and that they can illustrate the positive impact that these decisions have on children and young people's learning and development. As a priority, we ensure the curriculum of each of our academies is effective in enabling its vulnerable pupils, including those with SEND, and those who experience barriers when accessing learning to flourish and make progress.

We support all our schools to develop a clear and secure understanding of the spiritual development of all, and how it is distinguishable from social, moral and cultural development. Equally rich spiritual opportunities exist across the curriculum regardless of pupils' age and these support pupils to develop curiosity, ask big questions and explore and articulate spiritual and ethical issues.

Some of the mechanisms we use to support our schools to develop a curriculum which reflects their theologically rooted Christian vision are outlined below:

- A school improvement model that goes beyond academic attainment and understands that education for flourishing also involves purposeful personal, social, moral and spiritual development.
- Support with self-evaluation and curriculum development including against the SIAMS framework.
- A trust-wide Spirituality Policy and support to implement this as required.
- Provision of centrally funded high-quality professional development through the DBE and other providers.
- High-quality external review and guidance on all areas of Christian Distinctiveness from SIAMS specialists.
- A commitment to equity, diversity and inclusion and the development of this work across the curriculum.
- Cross-trust support for SENDCO's and pupils with SEND through networks including access to expert advice and professional development.
- Exploration of faith and/or values throughout the recruitment process and post-appointment support and training if required.
- A governance structure which supports the development of a curriculum which reflects the school's vision through three key roles :
  - Providing support, monitoring and challenge around educational experience and performance
  - church, community and stakeholder engagement
  - supporting alignment with Trust strategy, approach, ethos and values.

**IQ3 – How does the Trust support schools to deliver collective worship which enables pupils and adults to flourish spiritually?**

*“We want pupils to leave school with a rich experience and understanding of Christianity, and we are committed to offering them an encounter with Jesus Christ and with Christian faith and practice in a way that enhances their lives...Collective worship in schools, including prayer, reading and reflecting on the Bible, liturgy, sacrament and experience of the musical and other imaginative riches of Christianity, provide a vital opportunity for this.”*

*The Church of England Education Office, Church of England Vision for Education: Deeply Christian, Serving the Common Good. (The Church of England Education Office 2016).*

Worship in our Academies is a time of celebration and reflection. It is invitational, offering everyone the opportunity to engage whilst allowing the freedom for those of other faiths and none to be present with integrity. All those who wish to be so are actively engaged in worship. Prayer is a natural and valued part of the culture of our schools. All those who wish to do so will have regular opportunities to pray and reflect and individual academies, working under their own Christian vision have developed systems to support pupils and adults to pray and reflect in contextually appropriate ways. Worship is designed to provide meaningful opportunities to contribute to spiritual development and planning for collective worship ensures that pupils have opportunities to encounter the teachings of Jesus and explore the relevance of his teaching in today's world.

Some of the mechanisms we use to support our schools to deliver collective worship which enables pupils and adults to flourish spiritually are outlined below:

- DBE training and resources are available to all academies through our centrally funded service level agreement.
- The development of strong parish links established in all academies, including through the work of our Academy Governance Committees.
- High-quality external review both externally and peer-to-peer as requested.
- Support from Foundation Governors in the development of collective worship.
- Facilitation of peer-to-peer support in the development of collective worship as required - especially for school leaders who are leading church schools for the first time.

#### **IQ4 – How does the Trust's theologically rooted Christian vision create a culture in which adults are treated well?**

*“Flourishing can only happen when everyone is treated with dignity - for they are of unique and inherent worth each created in the image of God and for whom Jesus gave his life therefore they are loved unconditionally enabled ambitiously, supported compassionately and championed relentlessly.”*

*The Church of England Education Office, Our Hope for a Flourishing School System: Deeply Christian, Serving the Common Good (The Church of England Education Office 2023).*

The collective well-being of our staff is our central concern and we understand that living life in all its fullness requires that we continue to flourish even through seasons of darkness and

fear. Flourishing adults are championed, supported, protected and cherished and the Trust seeks every opportunity by which to do this – we understand that our teams are our most precious resource. When the well-being of our colleagues is secure and when they face the challenges that will inevitably come, we want them to know that they are loved, valued and will be supported to overcome those challenges in the knowledge that from their greatest challenges comes the greatest growth.

The Trust's strategic plan has a commitment to treating our colleagues well and encouraging them to flourish by:

- Becoming a great place to work
- Establishing a strong and effective infrastructure
- Providing the right training at the right time in the right place
- Considering workload and wellbeing when making decisions
- Providing an inclusive working environment that fosters a sense of belonging
- Ensuring good working arrangements and career opportunities
- Seeking and acting on feedback
- Communicating clearly
- Providing support in times of need
- Maximising and spending trust income of the areas of most significant need
- Ensuring high quality and inclusive leadership

Operationally, this will include:

- Education improvement focus includes workload and well-being
- Centrally funded professional development opportunities through our Communities of Improvement and our professional development offer
- An extensive and frequently accessed employee assistance programme
- Provision of expert, professional counselling and coaching support as required
- Performance development practices which are not data-driven, but instead focused on people development.
- Flexible working policies
- Centrally funded supervision training for all safeguarding leads
- Centrally funded external supervision for safeguarding leads
- School Improvement Partner code of conduct and an expectation of partnership working
- Governance structure which includes a foci on well-being at all levels including a named Wellbeing Lead on each Academy Governance Committee.
- Annual workforce survey allowing us to reflect on our aspiration of flourishing for all followed by targeted and evaluated actions
- A Dignity at work policy

We also recognise the crucial role of over 200 volunteers on our Board and across our Academy Governance Committees and aim to ensure they are treated well and support them to flourish by:

- Ensuring strong and effective governance at all levels
- Ensuring the role of everyone involved in governance across the trust is clearly identified and communicated



- Ensuring everyone involved in governance has the knowledge and tools to deliver their role
- Seeking and acting on feedback
- Communicating clearly
- Providing support in times of need

Finally, our Strategic Plan recognises the wider civic responsibility of a strong multi academy trust and has a clear focus on treating our families well and supporting them to flourish, and on how we can use our influence, knowledge, skills and experience to support the wider church school family.

### **IQ5 – How does the Trust’s theologically rooted Christian vision create an active culture of justice and responsibility?**

*‘We are only persons with each other: our humanity is ‘cohumanity’, inextricably involved with others, utterly relational, both in our humanity and our shared life on a finite planet. If those others are of ultimate worth, then we are each called to responsibility towards them and to contribute responsibly to our communities.’*

*The Church of England Education Office, Church of England Vision for Education: Deeply Christian Serving the Common Good (The Church of England Education Office 2016)*

Our Christian vision serves as a guide for ethical decision-making across the trust. We aim to develop a demonstrable culture of aspiration: an aspiration to become the people God created us to be, not for selfish reasons but through a deep collective responsibility and concern for social justice and spiritual leadership at the heart of an education serving the common good. We are many schools but we are one family and we enable our schools to work together, celebrate one another’s successes and share one another’s challenges. Each of our schools cannot be truly successful whilst others struggle and all of our work aims to be fair and equitable - not so that everyone receives the same but so that everyone receives what they need to flourish. This commitment permeates the culture of the Trust prompting a proactive stance on addressing issues of inequality and discrimination. As a result, our schools flourish together not alone and we hold collective responsibility for this.

The work we do empowers our schools to nurture students who are not only academically adept but also morally and socially conscious. Our aim is to instil in every colleague and subsequently every pupil the courage to speak up against injustice, the responsibility to contribute to the common good, and the compassion to make a lasting impact on the world.

Some of the mechanisms we use to create an active culture of justice and responsibility are outlined below:

- Clear policies and codes of conduct ensure all staff understand expectations and what they can expect from others
- A commitment to EDI training for leadership teams and AGCs
- A commitment to the Church of England’s Net Zero target for 2030
- Collaborative decision-making ensuring all leaders across the trust are involved in decisions which have an impact on them
- Advocacy of the Archbishops’ Young Leaders Award

- A consistent drive to ensure provision for personal development remains at least good in all our Academies including opportunities for pupils' leadership, charity work and courageous advocacy

### **Provision for Religious Education**

**IQ6 – How does the Trust support schools to ensure that the religious education curriculum is effective**

**IQ7 - What is the quality of religious education in Voluntary Aided and former voluntary aided schools, and in former voluntary controlled schools in which denominational religious education is taught?**

*'Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together. Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.'*

*The Church of England Education Office, Church of England's Statement of Entitlement for Religious Education (The Church of England Education Office, 2019)*

A high-quality sequential religious education forms an integral part of the curriculum across all our Academies regardless of whether or not they hold the former status of Voluntary Aided schools (see Appendix i for a list of previously designated VA schools). An effective Religious Education programme is essential, not only to meet the statutory requirement for all state-funded schools, but also to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain.

Central to religious education in all our Academies is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. In addition, there is a clear expectation that as inclusive communities, all our schools provide sequenced learning about a range of religions and worldviews fostering respect for others and developing age-appropriate skills of enquiry, critical analysis and interpretation.

As a trust we support all of our Academies to develop and deliver their RE curricula by offering support, encouraging sharing of expertise and inviting expert colleagues into the Trust to continually develop the curricula we provide.

Some of the mechanisms we use to ensure the RE curriculum is planned and delivered effectively are outlined below:

- Centrally funded access to DBE training and resources
- An aligned RE Curriculum which ensures all children across all schools receive an excellent, progressive religious education
- Cross-trust RE network allowing leaders to remain up-to-date with current practice and thinking
- The opportunity to trial and feedback on the locally agreed syllabus

- A wide CPD offer through the Communities of Improvement brochure focused not only on provision for RE but also on wider effective pedagogy
- AIP and SEF templates include clear sections for Christian Distinctiveness, including RE encouraging leaders to continually reflect on and improve practice.

#### **Appendix i – Academies which were previously Voluntary Aided**

- All Saints Bedworth CofE Academy
- All Saints CofE Academy, Leek Wootton
- St Bartholomew's CofE Academy
- Harris CofE Academy
- St John's CofE Academy
- Leigh CofE Academy
- St Michaels CofE Academy
- St Nicolas CofE Academy
- Studley St Mary's CofE Academy
- Southam St James CofE Academy
- Dunchurch Boughton Junior CofE Academy

## Appendix ii – Useful Links

|   |   |
|---|---|
| <b>Church of England resources</b>                      | <a href="#">List of schools likely to be inspected – 2023-2024</a><br><a href="#">2023 SIAMS Framework</a><br><a href="#">Summary SEF template</a><br><a href="#">Ongoing SEF template</a><br><a href="#">RE Statement of Entitlement</a><br><a href="#">Our Hope for a Flourishing School System</a> – Deeply Christian, Serving the Common Good |
| <b>Diocese of Coventry Board of Education Resources</b> | <a href="#">SIAMS Resources</a><br><a href="#">Getting ready for Inspection Pack 1</a>  |
| <b>Prayer Spaces</b>                                    | <a href="#">Prayer Spaces in Schools</a> – website<br><a href="#">Prayer Spaces in Schools</a> – YouTube Chanel   |
| <b>Spirituality resources</b>                           | <a href="#">Explore ... The Language of Spirituality in Collective worship</a><br><a href="#">Ows, wows and nows – developing a shared language of spirituality, Gloucester Diocese</a><br>IMAGINOR – <a href="#">Values Reflection Journals</a><br><a href="#">Windows, Mirrors and Doors – Diocese of Gilford</a>                               |
| <b>Collective Worship</b>                               | <a href="#">Flippin Praise – Diocese of Suffolk</a><br>IMAGINOR <a href="#">Roots and Fruits</a><br><a href="#">That's a Good Question! – J John</a>  |

## Appendix iii – Getting Started with Evaluating Impact

*Adapted from the Diocese of Lichfield*

‘SIAMS inspection plays an important role in the improvement of Church schools. It does this by affirming that which is effective and by highlighting key areas for improvement. By focusing on impact above all else, SIAMS explores the ways in which each school’s theologically rooted Christian vision drives the work to live up to its foundation as a Church school.’ *SIAMS Framework 2023*

The SIAMS Framework for 2023 emphasises the importance of the relational aspect of the inspection process. Approaching inspection in this way provides positive opportunities for school leaders to present the relevant evidence that demonstrates the impact of the school’s theologically rooted Christian vision within the context of their community.

In order to support school leaders in their considerations of the types of evidence they will use to answer the six/seven inspection questions the following document offers starting suggestions of evidence sources that are likely to exist already in schools. Within the two-page summary it is important to consider how the theologically rooted vision of the school informs and navigates decisions and actions of leaders to impact on the flourishing of pupils and staff. There is an expectation that school leaders and other members of the community have evidence-based knowledge of the impact of the vision, policy, and practice of the school.

The ongoing SIAMS Self-Evaluation template can be found in the links in Appendix i above. This template is offered by the National SIAMS Team, and its use is not a requirement. Schools may prefer to use a template of their own.

Possible sources of evidence

| Inspection Question 1 | How does the school’s theologically rooted Christian vision enable pupils and adults to flourish?  |
|-----------------------|--|
|                       | <ul style="list-style-type: none"><li>• Pupil voice questionnaire and activities</li><li>• Staff voice questionnaires and interview</li><li>• Parents and wider stakeholder questionnaires and interviews</li><li>• Feedback from annual reports</li><li>• Evidence from IQ2-IQ6/7</li><li>• Staff meeting minutes</li><li>• Ethos enhancing outcomes / CCC activities</li><li>• Governors minutes</li><li>• Letters / Feedback from parents and staff</li></ul> |

| Inspection Question 2 | How does the curriculum reflect the school’s theologically rooted Christian vision?   |
|-----------------------|---|
|                       | <ul style="list-style-type: none"><li>• Academic achievement for all pupils – informed by the curriculum.</li><li>• Attainment and progress of all pupils (including groups) – according to the school curriculum models.<ul style="list-style-type: none"><li>○ SEND pupils?</li><li>○ Most able pupils</li><li>○ Vulnerable pupils (including those with learning difficulties)</li></ul></li><li>• Purposeful development of spirituality: Spiritual learners become increasingly aware of self, others, world and beauty and beyond</li></ul> |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Attendance data for pupils in extra-curricular activities</li> <li>• Pupils work across subject areas evidencing schools' approach to spiritual development (spiritual development intrinsic part of curriculum).</li> <li>• Pupil voice evidence how vision shaped curriculum impacts on them.</li> <li>• Spiritual reflection journals / diaries (if used and appropriate to share)</li> <li>• Pupils' and adults' engagement in and contribution to prayer, worship and reflection.</li> <li>• Selections of pupils' work (or planning) identifying how the theology supporting the schools vision is reflecting in pupils work / achievements.</li> </ul> |
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|                              |  |
|------------------------------|--|
| <b>Inspection Question 3</b> | <b>IQ3 How is collective worship enabling pupils and adults to flourish spiritually?</b> <ul style="list-style-type: none"> <li>• Pupil and adult reports / registers of worship leadership (who across the school)</li> <li>• Evaluations of pupil voice (summarised) and continued action plans</li> <li>• Evaluations of adult/stakeholder voice (summarised) and associated action plans</li> <li>• Evaluations of local church voice (summarised) and associated action plans</li> <li>• Spiritual learners become increasingly aware of self, others, world and beauty and beyond</li> <li>• Worship evaluations (leading to improvements)</li> <li>• Inspired by worship - Case studies collated to show how: Pupils are courageous advocates for change in their local, national and global communities (and any associated responses) where worship inspires action</li> <li>• Spiritual reflection journals / diaries (if used and appropriate to share)</li> <li>• Prayer spaces around school</li> </ul> |
|------------------------------|--|

|                              |  |
|------------------------------|--|
| <b>Inspection Question 4</b> | <ul style="list-style-type: none"> <li>• <b>IQ4 How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?</b></li> </ul> <ul style="list-style-type: none"> <li>• Evaluation of pupil behaviour: Term on term / year on year (All pupils / relevant groups)</li> <li>• <i>Tracking rewards and sanctions</i></li> <li>• Attendance rates and trends: Term on term / year on year (All pupils / relevant groups)</li> <li>• Tracking of bullying incidents and types of bullying and the impact of this.</li> <li>• Exclusion rates and trends: Term on term / year on year (All pupils / relevant groups)</li> <li>• Stakeholder voice statements - evaluated (successes and next steps)</li> <li>• Achievement data / work in PSHE</li> <li>• % of pupils supported for mental health support (associated trends)</li> <li>• Impact of internal intervention programmes (drawing and talking / CBT) – Group or anonymised case studies</li> <li>• Impact of external intervention programmes (drawing and talking / CBT) – Group or anonymised case studies</li> <li>• School visitor feedback (following key school events) – capture key statements</li> <li>• Annual pupil reports – pupil and parent feedback.</li> </ul> |
|------------------------------|--|

| Inspection question 5 | How does the school's theologically rooted Christian vision create a culture of justice and responsibility?  |
|-----------------------|--|
|                       | <ul style="list-style-type: none"> <li>• Pupils work across subject areas evidencing schools' approach to courageous advocacy</li> <li>• Case studies collated to show how: Pupils are courageous advocates for change in their local, national and global communities (Social action impact – change makers log).</li> <li>• Pupils' natural prayer responses (Prayer Spaces and Spiritual areas) – Captured visually / Scrap books (as appropriate)</li> <li>• Media and publicity / awareness – through school websites and newsletters (over time).</li> <li>• Minutes from school council (pupil voice) groups and impact</li> <li>• The impact of pupil voice on changes to meet the needs of pupils in school.</li> <li>• Case studies collated to show how: Pupils are courageous advocates for change in their local, national and global communities</li> <li>• Pupils' work</li> <li>• Monitoring and evaluation</li> <li>• Learning walk monitoring (associated actions and developments)</li> <li>• Environment walk (associated actions and developments)</li> </ul> |

| Inspection question 6 | Is the religious education curriculum effective?   |
|-----------------------|--|
|                       | <ul style="list-style-type: none"> <li>• RE Planning examples</li> <li>• Pupil's work in RE</li> <li>• RE monitoring and evaluation (Book scrutiny)</li> <li>• Pupil progress made in RE</li> <li>• CPD logs and evaluations (impact on work)</li> <li>• Learning walk monitoring (associated actions and developments)</li> <li>• Environment walk (associated actions and developments)</li> <li>• Year on year development plans evidence transformation</li> </ul> |

| Inspection question 7 (VA Only – or former VA) | Is the religious education curriculum effective?  |
|--|---|
|  | <ul style="list-style-type: none"> <li>• RE teaching observations summarised</li> <li>• Assessment data summarised and associated actions/ plans taken</li> <li>• Progress data</li> <li>• Progress articulated through books</li> <li>• Book reviews and feedback</li> <li>• Minutes from governor's meetings</li> </ul> |



## Appendix iv – SIAMS Pathway



*Inspiring schools to demonstrate the love of Christ as they educate for life in all its fullness*



### SIAMS Pathway for All Schools

| Ongoing (at least 3 years prior to inspection)   | 2 years before being on the list  | 1 year before being on the list  | Academic year when inspection will take place  | Year following inspection  |
|--|---|--|--|--|
| <ul style="list-style-type: none"> <li>Choose a/confirm existing theologically-rooted Christian vision that recognises the unique context of the school community being served as well as the vocational pull of school leaders</li> <li>Engage in honest reflection regarding the appropriateness of the school vision</li> <li>Ensure the school vision is rooted in theology beyond a single Bible story/verse- be clear what theology that is and what it looks like in a school setting</li> <li>Move beyond values and towards vision in the focus of the school and its work, if not already done this</li> </ul> | <ul style="list-style-type: none"> <li>Ensure theological rooting of distinctive Christian vision outlined and communicable to those outside the school community</li> <li>Ensure whole-school approaches to aspects of Church School life are embedded, such as a whole school language and approach to spiritual development and corresponding policy</li> <li>Governors engage in monitoring and evaluation of the impact of the school's distinctly Christian theologically-rooted vision, sharing examples and responding to findings (move beyond just RE and CW monitoring)</li> </ul> | <ul style="list-style-type: none"> <li>Theological rooting of distinctive Christian vision well-embedded and can be illustrated with context-specific examples</li> <li>Create a document that explains the theology your vision is rooted into in greater detail and ensure all leaders familiarise themselves with this and can talk confidently about the theology the vision is rooted into</li> <li>Put your summary SEF together with a focus on impact</li> <li>Consider how school vision resonates with MAT vision (as appropriate)</li> <li>Audit the school curriculum in light of the existing vision and taking account of</li> </ul> | <ul style="list-style-type: none"> <li>Preparation for initial telephone call done</li> <li>Consideration of who will be part of inspection done and all parties briefed</li> <li>Ensure all SIAMS paperwork is ready: <ul style="list-style-type: none"> <li>Summary SEF</li> <li>Ongoing SEF</li> <li>Relevant policies (collective worship, RE, behaviour, spirituality)</li> <li>Latest IDSR</li> <li>School Development Plan</li> <li>Document setting out theology of school vision (and any other documents that set out deeper thinking)</li> </ul> </li> <li>Share the summary SEF with all key stakeholders and</li> </ul> | <ul style="list-style-type: none"> <li>Address all priority areas identified during inspection process</li> <li>Create long term plan for embedding any aspects of Church School Christian Distinctiveness found to be missing or weak during inspection practice</li> <li>Share identified exemplary practice with DBE and MAT as relevant</li> </ul> |

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| <ul style="list-style-type: none"> <li>Look at all aspects of Church School life through the lens of your vision (including collective worship, RE, curriculum, accountability, behaviour, attendance, family support).</li> <li>Attend DBE training regularly to hear key messages re SIAMS and Church School distinctiveness</li> <li>Ensure all staff new to Church Schools are aware of the difference being part of a Church School community makes</li> <li>Ensure all new senior leaders are known to the DBE and are engaging with ongoing CPD offered as part of the DSA</li> </ul> | <ul style="list-style-type: none"> <li>Beginning embedding your responses to IQ5. Pupils should be able to articulate how they themselves tackle injustice as individuals and this should be beyond fundraising efforts.</li> <li>Audit RE provision and ensure the Statement of Entitlement for RE is being met/will be met</li> <li>Invite governors to undertake the online SIAMS course</li> <li>Consider which middle leaders were benefit from the two-year programme offered by the DBE</li> <li>Attend termly SIAMS updates</li> <li>Consider if external support is needed for embedding any aspect of Church School life</li> </ul> | <p>a) diversity and difference, b) spirituality</p> <ul style="list-style-type: none"> <li>All staff engage in reflection on how their own roles live out and express the vision and how the vision nurtures them personally and professionally</li> <li>Create case studies of the impact of the vision (especially for vulnerable pupils and families or examples of difference and diversity being considered)</li> <li>Ensure courageous advocacy has moved beyond fundraising</li> <li>Ensure all relevant staff and governors are attending DBE training associated with SIAMS</li> <li>Ensure all staff and governors are familiar with the current SIAMS Framework</li> <li>Attend termly SIAMS updates for all schools and annual SIAMS training for schools on the list</li> <li>Buy in SIAMS support as needed</li> <li>Communicate regularly with DBE and share what you</li> </ul> | <p>encourage governors especially to make notes about their own examples of monitoring and evaluating the impact of the vision</p> <ul style="list-style-type: none"> <li>Ensure all school leaders and governors know the school's theologically-rooted Christian vision and can articulate the theology it is rooted into</li> <li>Ensure all school leaders and governors can provide examples and evidence of the <i>impact</i> of the vision, taking the IQs into account</li> <li>Check the 3 I's for collective worship are being met: inclusive, invitational and inspiring (check prayers, intro to prayers and song lyrics)</li> <li>Ensure all staff re-familiarise themselves with the Statement of Entitlement for RE, especially if they are teaching RE as part of a learning walk and so that meeting of the SOE is evident</li> </ul> |  |
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|  |  | <p>are doing so we can inform inspectors</p> <ul style="list-style-type: none"><li>○ Check the Statement of Entitlement for RE is being met and local and national RE developments are taken into consideration</li></ul> | <p>in all RE books included in the inspection process</p> <ul style="list-style-type: none"><li>○ Be clear about what support the MAT provides and the impact this has</li><li>○ Have case studies ready for showcasing the impact of the vision, especially on vulnerable pupils and their families</li></ul> |  |
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