

Welcome to the national SIAMS update session

We will begin at 10am

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- There will be a new SIAMS Framework for September 2023.
- It will be published tomorrow Friday 4 November on the SIAMS website - [SIAMS Inspections | The Church of England](#)
- It will also be circulated direct to diocesan education teams and the Methodist Academies and Schools Trust.

- 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 for academies is brought to the fore.

Overview of this session

1. What is SIAMS?
2. What are the changes?
3. What do they mean for my school and trust?
4. What will happen when?
5. How do I access training and support?

What is SIAMS?

SIAMS stands for the
Statutory Inspection of Anglican and Methodist
Schools.

Section 48 of the 2005 Education Act

- By law, Church schools must have an inspection of collective worship, RE, and SMSC.
- It is a statutory part of the work of the Church in education and is funded by the DfE.
- For Church of England and Methodist schools, everything addressed within this inspection is rooted in the school's original foundation, as expressed through their Christian vision.

This academic year

- Everything about the current SIAMS Schedule (2018 Schedule, updated September 2022) remains in force for the whole of this academic year – unchanged.
- *How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?*
- 7 strands; 4 grades
- No changes until September 2023

SIAMS Framework 2023

Overview

- 6 inspection questions for all schools
- 7th for VA schools – teaching and learning in RE
- Focuses on impact - asking high level questions, scrutinising a range of evidence, and observing typical school practice
- Does not expect any specific strategies, materials, resources etc to be used, as long as impact is evident
- Holds trust leaders to account for their work with Church schools
- Gathers evidence collaboratively

Establishing context

(before the day of the inspection)

Context 1: Who are we?

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

Context 1: Who are we?

- 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?

Context 1: Who are we?

- 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 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 2: What are we doing here?

- 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?

Context 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?

Context 2: What are we doing here?

- 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?

How then shall we live and learn together?

Inspection Questions

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?

IQ2 How does the curriculum reflect the school's 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?

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? 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?



IQ4 How does the school's 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 this?
- 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 wellbeing of pupils and adults, ensuring that all are treated well?

IQ5 How does the school's 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?

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?

IQ7 What is the quality of religious education in voluntary aided and 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?

Making judgements

- School leaders and inspectors will work together to create a robust and comprehensive evidence base.
- Inspectors will then evaluate this evidence to make judgements, holding school and trust leaders to account.
- 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 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

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

Judgement J2

- e. School and trust leaders have not ensured that the school's Christian vision creates an active culture of justice and responsibility.
- f. School and trust leaders have not ensured that the provision, profile, and priority of religious education result in an effective curriculum.
- g. In a voluntary aided or 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

- J2 will highlight the areas on which the school needs to focus as well as indicating the school's strengths.
- For example, the school may not have ensured that the provision, profile, and priority of RE result in an effective curriculum. However, collective worship may be enabling the school to be a spiritually flourishing community.
- Any permutation is possible under J2.

Summary of key changes

- 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.

Judgements replace grades

- Inspectors will make one of two judgements – J1 or J2.
- The judgements are coherent with the nature of the evidence that is collected as part of a SIAMS inspection.
- J2 identifies the key improvements that need to be made.

Each school needs a theologically rooted Christian vision

- Christian vision is an expectation within the current SIAMS Schedule, but the focus on it will be sharper from September 2023.
- This reflects the legal basis/foundation of each Church school.
- Diocesan training will take leaders through how to approach this.
- Schools may also wish to involve Church expertise in this work.
- If inspection finds that a school does not have a theologically rooted Christian vision, the judgements will reflect this.
- However, judgements will also acknowledge and affirm other aspects of the school's work.

High level inspection questions with a focus on impact replace exhaustive lists of criteria.

- SIAMS inspection will not tell schools how to do things but will look for evidence of impact.
- Moving away from any temptation towards tick boxes.
- Methodology is entirely up to the school – local expertise.
- What works in one school may not work in another.
- SIAMS will retain ways of sharing knowledge and examples of what appears to be working well in a range of different contexts.

Each school's specific context plays a greater role than at present.

- Understanding context is crucial to making fair and accurate judgements.
- School leaders are the experts in their own community.
- Therefore, inspectors will rely on leaders' expertise and knowledge to enable them to gain a rapid understanding.
- This does not dilute the requirement for each school's work to be rooted in a Christian vision that is an expression of their original foundation. That applies to all Church schools.

Trust accountability is brought to the fore.

- Trusts are the legally accountable body for all academies.
- They make commitments to the DBE and the DfE before they are given permission to take on a Church school.
- SIAMS will hold them to account for keeping these commitments and enhancing a school as a Church school.
- This will be explored through each Inspection Question.
- Responsibility for action can be delegated; accountability cannot.

SIAMS 2023 - radically different, radically the same

Radically different

- judgements not grades
- therefore, no grade descriptors
- emphasis on school context
- emphasis on outcomes not methods
- therefore, no lists of criteria

Radically the same

- scope – RE, worship, vision, SMSC
- Christian vision
- concepts eg courageous advocacy
- evidence-based
- high standards

SIAMS 2023 - radically different, radically the same

Radically different

- the work of inspectors

Radically the same

- the work of schools

SIAMS 2023 will be called a 'Framework' rather than a 'Schedule'. This is because it will provide a *framework* within which to work, rather than a *schedule/list* of criteria to meet.

What will it mean for me?

- Schools
- Multi academy trusts

Schools

www.churchofengland.org/education

SIAMS 2023 *does*

- result in a more discursive inspection process that honours school leaders' knowledge and expertise
- expect the work of each school to be driven by a theologically rooted Christian vision
- acknowledge the specific context of each school and removes one-size fits all sets of criteria

SIAMS 2023 *does not*

- reimagine what it means to be a Church school
- change the everyday, in-school agenda
- lower the bar for Church schools
- remove the requirement for evidence

Any permutation of a J2 judgement will trigger:

- diocesan/MAST intervention and support
- reinspection earlier/after 3 years

The purpose of SIAMS is to help a school to be the very best Church school it can be – living out its original foundation through its Christian vision.

Trusts

SIAMS remains an inspection of an individual school.

However, from September 2023, trusts will be held to account through SIAMS inspection for their responsibilities for Church schools.

The data that is generated through SIAMS will help to shape what is understood by a 'strong trust' for Church schools.

Trust accountability will be explored through each one of the IQs.

- How does the trust's vision resonate with the school's theologically rooted Christian vision? Is this effective?
- Is school/trust governance appropriate and effective?
- Are partnerships with the DBE/MAST evident, meaningful, relevant?
- How does being part of the trust enhance the curriculum of the Church school, as an expression of the school's vision?
- How is the worship life of the school enhanced by being part of the trust?
- How is the school's culture improved by being part of the trust?
- How do trust leaders ensure that there is high quality RE in the school?

What will happen when?

Timeline

- Publication of the 2023 Framework 4 November 2022
- Diocesan training for schools Nov '22 – July '23 (& beyond)
- Implementation of the 2023 Framework September 2023

Nothing changes for schools or trusts this academic year.

How do I access training and support?

www.churchofengland.org/education

Training, advice, support, questions, knowledge

- Transitional guidance will be published tomorrow with the new Framework.
- Schools should access diocesan SIAMS training as soon as it is available.
- *Be wary of training and resources offered from other sources.*
- Diocesan advisers and directors can come direct to the National SIAMS Team with questions.

Training, advice, support, questions, knowledge

- There is no need for schools or trusts to do or to be anything different for SIAMS 2023, compared to current expectations.
- From September 2023, the national SIAMS Team will publish and maintain an online national repository of knowledge to help schools and trusts to access what is working well in/for some schools.
- This will be in the form of case studies on the SIAMS website and in the SIAMS Annual Report.

SIAMS 2023

Radically different, radically the same.

Thank you for coming

Further information will be available from your
diocesan education team