

The Church of England

Diocese of Ely

SIAMS UPDATE 2021

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Section 48 inspections (SIAMS)

- ▶ Re-start from October 2021
- ▶ New national central SIAMS team
- ▶ Scheduling / administration / training
- ▶ Amended evaluation schedule
- ▶ Important to update 'post pandemic' (!)

Amendments

- ▶ Amended schedule released & distributed
- ▶ Changes to the focus questions & grade descriptions
- ▶ Consideration given to lack of data / adaptations made to CW & curriculum

FOCUS AREAS & SEF

- ▶ Focus upon every school's VISION
- ▶ Focus upon LEADERSHIP at all levels
- ▶ Focus upon FLOURISHING of children AND adults
- ▶ Inspectors do not want 70+ pages of SEF – this is the school's working document.
- ▶ Two-page summary – bullet points

Seven strands

- ▶ 1 Vision and Leadership
- ▶ 2 Wisdom, Knowledge and Skills
- ▶ 3 Character Development : Hope, Aspiration & Courageous Advocacy
- ▶ 4 Community & Living Well Together
- ▶ 5 Dignity and Respect
- ▶ 6 Impact of Collective Worship
- ▶ 7 Effectiveness of Religious Education

Summary of changes – Strand 1

- ▶ ~~Have the recommendations from the previous SIAMS inspection been addressed and brought about positive outcomes for pupils?~~

Taken out, but may be discussed if relevant

- ▶ Focus upon recent, relevant practical examples – HT / Governors & Staff but also not JUST during pandemic
- ▶ Addition of impact upon FLOURISHING – not solely pupil learning (academic achievement)

Things to consider – Strand 1

- ▶ How do Governors and SLT use the vision to drive decision-making processes? (before / during & post pandemic)
- ▶ What does flourishing look like in your school?
- ▶ How does leadership promote flourishing in adults as well as pupils?
- ▶ How is the vision lived out both in school and with external partners?
- ▶ How is leadership at all levels promoted and supported?

Summary of changes – Strand 2

- ▶ How well the school's staff and leaders apply their Christian vision **wisely and sensitively** to ensure that the curriculum and extra-curricular opportunities meet the **learning** and spiritual needs of all learners.
- ▶ No requirement for data to be presented
- ▶ School leaders and teachers explain how the Christian vision underpins curriculum and assessment decisions and illustrate the positive impact that these decisions have on children and young people's learning and development.
- ▶ Spiritual development now to be considered as a separate entity

Things to consider – Strand 2

- ▶ How does your curriculum enable all pupils to flourish? How is it ambitious? How does it meet the needs of all pupils?
- ▶ How is support for vulnerable groups / pupils at risk of marginalisation offered via the curriculum?
- ▶ How was your curriculum / access to learning amended?
- ▶ What extra-curricular opportunities are there for pupils and how are barriers to access overcome?
- ▶ How do you define spiritual development in your school?
- ▶ How is spiritual development planned within in the curriculum?

Summary of changes – Strand 3

- ▶ How well the school's Christian vision supports the character and moral development of all pupils, giving them aspiration for themselves and hope for the communities of which they are a part, **including when circumstances are difficult.**
- ▶ Pupils say how the school's Christian vision and associated values help them to make positive choices about how they live, **learn, approach difficult circumstances,** and behave.
- ▶ A demonstrable feature of the school is the way in which it encourages its pupils to think globally **about wider global society**
- ▶ ~~How effectively has the school explored and engaged in diocesan and other global companion/world church links?~~

Things to consider – Strand 3

- ▶ Character development: hope, aspiration & courageous advocacy
 - ▶ How is your school teaching children resilience, hope and aspiration? How was this addressed during 2020-2021? How did / does your vision promote hope?
 - ▶ How are you addressing local context by looking outwardly?
 - ▶ How are you supporting staff development and aspiration?
 - ▶ How are you including diversity in your curriculum?
 - ▶ How are you encouraging and nurturing pupil-led desires to lead change, social action, advocacy or raise awareness of local, national and global issues? How is your charitable / social action work linked to your vision?
 - ▶ How are you acting as advocates for marginalised groups / SEN pupils? How did this manifest itself during the pandemic?

Things to consider – Strand 4

- ▶ Community & Living Well Together
 - ▶ How do you promote good behaviour, showing forgiveness and reconciliation?
How do you 'disagree well'?
 - ▶ How does your school deal with issues of harassment / bullying / marginalisation / exclusions / complaints? How do you reintegrate?
 - ▶ How does your school care for the vulnerable (academic / social / physical / economic / emotional)
 - ▶ How does school leadership promote good mental health of pupils and adults?
 - ▶ How do you celebrate and embrace 'difference' at all levels?
 - ▶ How do you liaise with external partners to enable flourishing?
 - ▶ How do you immerse your school in work with the Church / Governors / Local Community / MAT Trustees / Diocese / External Partners?
 - ▶ What are your Parish-School Covenant aims this year?

Things to consider – Strand 5

▶ Dignity and Respect

- ▶ How are you creating a culture of dignity & respect in your school?
- ▶ How do you deal with disagreements?
- ▶ How are vulnerable groups treated? How are these groups discussed and flourishing monitored at SLT / Governing Body level?
- ▶ What is the school's approach to RSE? How are topics taught sensitively?
- ▶ How is the school promoting diversity and equality?
- ▶ How are current topics such as BLM / Everyone Invited / Just Like Me being addressed?
- ▶ How is the school perceived by external partners?

Summary of changes – Strand 6

- ▶ Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship, and reflection **whether they are engaged in learning in school or at home.**
- ▶ Worship ~~ensures~~ enables pupils to develop an appreciation of the variety of elements and styles found in the diversity of liturgical and other traditions of the worldwide Anglican/Methodist Church and its diversity of expression within the UK.

Things to consider – Strand 6

- ▶ How did the school maintain CW during the pandemic? What changed? What was improved?
- ▶ Clergy engagement / change to structures / parental involvement?
- ▶ How do pupils and adults know that CW is having an IMPACT in their lives?
- ▶ How is CW an expression of the school's vision?
- ▶ How is CW structured and planned?
- ▶ How do pupils support with leading CW?
- ▶ How are those who lead CW trained or supported?

Summary of changes – Strand 7 - VC

- ▶ Do teachers share effective practice locally and regionally and engage in professional development? ~~Does RE have in place~~ **Are there rigorous and effective systems that enable teachers to know how and what pupils are learning in RE of assessment?**
- ▶ The school leader of RE has put in place systems **that enable teachers to know what and how well pupils learn in RE. These, in turn, enable the creation of effective and ambitious curriculum plans.**

Summary of changes – Strand 7 – VA+

- ▶ ~~How effective is RE teaching and learning in the school? How well do pupils make progress in RE as a result of a rich and engaging curriculum?~~
- ▶ **As a result of the rich and engaging RE curriculum, which reflects and takes account of up-to-date thinking and developments in the subject,** RE teaching and learning is consistently graded good through regular school monitoring (verified at inspection). ~~Based on the data available at the time of the inspection, considering context and recent cohorts, pupils make good progress against local expectations (KSI-3) and national averages for GCSE.~~ **As a result, pupils respond keenly, learning and progressing well.** This includes pupils with SEND and the most able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish ~~academically~~ in their RE learning.

Summary of changes – Strand 7 – VA+

- ▶ How well do pupils make progress in RE as a result of a rich and engaging curriculum?
- ▶ **As a result of the rich and engaging RE curriculum, which reflects and takes account of up-to-date thinking and developments in the subject**, teaching and learning is consistently graded good through regular school monitoring (verified at inspection). **As a result, pupils respond keenly, learning and progressing well.** This includes pupils with SEND and the most able. As a priority, the school is enabling its vulnerable pupils, including those with learning difficulties, to flourish in their RE learning.

Things to consider – Strand 7

- ▶ Flourish in their learning – not just academically
- ▶ How has your RE curriculum been structured to show progression and depth of understanding, both vertically and horizontally? Mixed classes? Staff liaison?
- ▶ What systems are in place to monitor RE teaching and learning?
- ▶ How is RE assessed? How is this creative and innovative? How is it engaging pupils? How do you know that pupils are actively engaging with their RE learning?
- ▶ Have staff accessed relevant CPD for RE?
- ▶ Are staff sharing good practice of RE wider?

Excellence

- ▶ Excellence is likely to emerge from the coming together of three foundational principles.
 - ▶ Deep, Christian-vision-driven thought and discussion
 - ▶ Innovative, exemplary, and courageous action
 - ▶ Life-changing, life-lasting transformational impact
- ▶ A school should not try to prove their excellence, as an excellent school will simply 'be' excellent.

Training for Diocese of Ely Schools Autumn 2021

Vision / Christian Distinctiveness / Foundation Governance

SIAMS Training	Caroline Vinall Diocese of Ely	Video in two parts – 48 minutes	Education YouTube
Rethinking Vision	Caroline Vinall Diocese of Ely	Video 23 minutes	Education YouTube
Collective Worship Guidance	Caroline Vinall Diocese of Ely	Video	Ely Education Website
SIAMS Update Training 2021	Caroline Vinall Diocese of Ely	29 th September 1545-1630 Zoom	Zoom Training Link
New FG Training	Caroline Vinall Diocese of Ely	5 th October 1900-2000 Zoom	Zoom Training Link
SIAMS for all Governors	Caroline Vinall Diocese of Ely	14 th October 1900-2000 Zoom	Zoom Training Link
Interested in becoming a Church School Governor	Caroline Vinall Debbie Hill Diocese of Ely	19 th October 1900-2000	Online Booking Form

Buildings Training

Buildings for VA schools	Paul Inskip Caroline Vinall Diocese of Ely	6 th October 1900-2000 Zoom Please read the Buildings Handbook before the training and send any specific questions to Buildings	Please register via Buildings
Chairs, Clerks, Lead Governors for buildings, Site Managers, School Business Managers, HTs.			

Caroline Vinall Diocese of Ely	PowerPoint with audio Available from 20/09/21	Ely Education Website
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Caroline Vinall Diocese of Ely	PowerPoint with audio	Please request link from Caroline Vinall
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Kingston Diocese of St Edmundsbury and Ipswich	5 th October 1600-1700	Please register directly with Jacqui Studd Diocese of St Edmundsbury and Ipswich
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Caroline Vinall Diocese of Ely	7 th October 1545-1630 Zoom	Zoom Training Link
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Understanding Christianity – refresher training and for staff new to UC	Julia Alderson Great and Little Shelford	12 th October 1600-1700	Zoom Training Link
How to make best use of faith visitors	Amanda Fitton Cambridgeshire County Council RE Adviser	19 th October 1600-1630 Zoom	Please register via Caroline Vinall
RE Network All RE Leads	Caroline Vinall Diocese of Ely	16 th November 1545-1630 Zoom	Zoom Training Link

Password for all Zoom Training Link sessions is: 12345 if asked when connecting.

Please contact [Caroline Vinall](#) for any further details on sessions.

TRAINING

The Diocese of Ely Education Directorate

Engage Grow Deepen

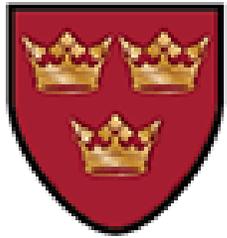
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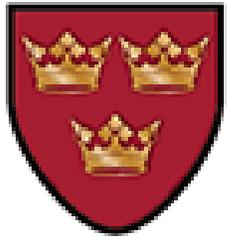
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QUESTIONS



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