**SIAM’s new Framework 2018**

Vision Provision Impact

Key questions to ask which supports the school in articulating its Christian vision?

* Who are we as a school?
* Why are we here?
* How then do we live?

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| Recommendations from Previous inspection | Actions taken | Impact |
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**Strand 1: Vision and Leadership**

In developing vision and leadership in a Church school, the school must evaluate:

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

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| **Questions** | **Actions taken** | **Impact** | **Next Steps** |
| To what extent is the school’s vision and its associated values grounded in a clear theology firmly rooted in a Christian narrative? To what extent do leaders show awareness and understanding of current thinking in Church school education? |  |  |  |
| To what extent does your Christian vision shape school policies and church school development plans? How is priority given to collective worship and to religious education (RE)? |  |  |  |
| How well do leaders ensure that the school’s formal partnerships are supported, sustained and informed by the school’s Christian vision and associated values? This includes how well school leaders work with the local diocese/circuit and churches. |  |  |  |
| How well do leaders ensure that all staff members at all levels are supported in the development of their understanding of the school as a Church school? How well are future Church school leaders prepared and supported through professional development leading to improved practice? |  |  |  |
| How well do governors ensure that a robust and continuous self-evaluation process is in place that involves the school community in evaluating their effectiveness as a Church school? |  |  |  |

**Strand 2: Wisdom, Knowledge and Skills**

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| **Questions** | **Actions taken** | **Impact** | **Next Steps** |
| How effective is the school at meeting the academic needs of all pupils through the curriculum? How effective is the school in identifying and supporting those who are more vulnerable and who may have additional learning and personal needs? |  |  |  |
| How well does the school support all pupils in their spiritual development, enabling all pupils to flourish? |  |  |  |

**Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy**

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| **Questions** | **Actions taken** | **Impact** | **Next Steps** |
| To what extent does your school’s vision and its associated values develop aspiration in all pupils, giving them resilience to cope well when things are difficult and the perseverance to overcome barriers to their own learning and to make positive choices? |  |  |  |
| Do leaders make sure all pupils have curriculum opportunities to look beyond themselves, ask ‘big questions’ and think globally about life and develop an understanding of disadvantage, deprivation and the exploitation of the natural world? How effectively has the school explored and engaged in diocesan and other global companion/world church links? |  |  |  |
| How well does the school community connect its ethical and charitable activities to the school’s vision and associated values? Do leaders provide opportunities for all pupils to engage in social action and to understand how they can challenge injustice? |  |  |  |

**Strand 4: Community and Living Well Together**

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| **Questions** | **Actions taken** | **Impact** | **Next Steps** |
| To what extent does your school’s Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation? Is this reflected in the school’s behaviour, exclusion and attendance policies? |  |  |  |
| How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference? |  |  |  |

**Strand 5: Dignity and Respect**

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| **Questions** | **Actions taken** | **Impact** | **Next Steps** |
| How well does your school’s Christian vision and associated values uphold dignity and value all God’s Children\*, ensuring through its policy and practice the protection of all members of the school community? |  |  |  |
| How well does the whole curriculum provide opportunities for all pupils to understand, respect and celebrate difference and diversity? |  |  |  |
| Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward) |  |  |  |

**Strand 6: The impact of collective worship**

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| **Questions** | **Actions taken** | **Impact** | **Next Steps** |
| Offers the opportunity, without compulsion, to all pupils and adults to grow spiritually through experiences of prayer, stillness, worship and reflection |  |  |  |
| Enables all pupils and adults to appreciate that Christians worship in different ways, for example using music, silence, story, prayer, reflection, the varied liturgical and other traditions of Anglican/Methodist worship, festivals and, where appropriate, the Eucharist |  |  |  |
| Helps pupils and adults to appreciate the relevance of faith in today’s world, to encounter the teachings of Jesus and the Bible and to develop their understanding of the Christian belief in the Trinitarian nature of God and its language. |  |  |  |
| Enables pupils as well as adults to engage in the planning, leading and evaluation of collective worship in ways that lead to improving practice. Leaders of worship, including clergy, have access to regular training. |  |  |  |
| Encourages local church community partnerships to support the school effectively in developing its provision for collective worship. |  |  |  |

**Strand 7: The effectiveness of religious education**

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| **Questions** | **Actions taken** | **Impact** | **Next Steps** |
| How well does RE help pupils to know about and understand Christianity as a living world faith through the exploration of core theological concepts using an approach that critically engages with text? How well does RE help pupils consider the impact and connection that Christianity has on Britain’s cultural heritage and the lives of people worldwide? |  |  |  |
| How well does RE enable all pupils to develop knowledge and understanding of other major world religions and world views and their impact on society and culture? |  |  |  |
| How well does RE give pupils a safe space to critically reflect on their own religious, spiritual and /or philosophical convictions? |  |  |  |
| Do teachers share effective practice locally and regionally and engage in professional development? Does RE have in place rigorous systems of assessment? |  |  |  |