SIAMS 2023 – SUMMARY OF CHANGES

- Judgements replace grades
- Each school needs to have a theologically rooted Christian vision
- High level 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

No changes until September 2023 – until then the previous schedule and inspection process remain in place.

Overview from 2023

- 6 inspection questions for schools
- 7th for VA schools on 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 specific strategies, materials and resources to bey used, as long as impact is evident
- Holds trust leaders to account for their work with Church Schools
- Gathers evidence collaboratively

Context

1. **Who are we?**

Is established before the inspection and focuses on the type of school (so we are C of E, VA, infant and junior, a stand-alone maintained school in an area with very limited social and cultural diversity

2. **What are we doing here?**

- What is the vision of the school
- How is the school's vision a clearly-articulated theologically rooted Christian vision?
- 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?
- 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?
- 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?
- 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?

- 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?
- 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? 7 questions

1. How does the school's theologically rooted Christian vision enable pupils and adults to flourish?
2. How does the curriculum reflect the school's theologically rooted Christian vision?
3. How is collective worship enabling pupils and adults to flourish spiritually?
4. How does the school's theologically rooted Christian vision create a culture in which pupils and adults are treated well?
5. How does the school's theologically rooted Christian vision create an active culture of justice and responsibility?
6. Is the religious education curriculum effective (with reference to the expectations set out in the Church of England Statement of Entitlement for Religious Education)?
7. 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?

Judgements – one of two

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.

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

PowerPoint Presentation (churchofengland.org)