****

**SIAMS 2023: A brief guide for Governors**

**The three key questions – the specific context of your school:**

1. Who are we as a school?
2. What are we doing here?
3. How then, should we live and learn together?

The context of the school will be explored in the pre-inspection conversation, through the school’s website, self-evaluation, documentation and on the day of inspection.

Framework context 1 - factual information (not evaluated)

Framework context 2 – the journey toward a theologically rooted Christian vision – decisions made by school leaders and governors (contributes to evidence gathering)

**The role of the multi academy trust – a new focus in the 2023 Inspection**

SIAMS recognises and celebrates the cultural diversity of Church schools and their communities. Therefore, for academies it also evaluates the impact that being part of a strong multi-academy trust has on the individual school.

**A Theologically rooted Chrisian vision – a new significance**

SIAMS 2023 expects that a school is living up to its foundation as a Church school and expressing this in a vision underpinned by theology (including the Bible and Christian tradition). This should be clear on the website, understood and articulated. (N.B Children wont be expected to recite the vision!)

Inspectors, school and trust leaders (including governors) will collaboratively gather evidence of how this vision enables children and adults to flourish.

**The Inspection Questions (IQs) – the focus of the inspection**

|  |  |
| --- | --- |
| **The Inspection Question** | **Content expanded in sub-questions** |
| **IQ1** How does the school’s theologically rooted Christian vision enable pupils and adults to flourish | The vision in practice, strategies to make it a living realty – how do leaders know whether all are flourishing? - the vision of the trust and its resonance with that of the school |
| **IQ2** How does the curriculum reflect the school’s theologically rooted Christian vision? | Impact of the vision on the taught curriculum and extra curricular activities – spiritual development opportunities – vision shaping the learning experience for the more vulnerable - the impact of the trust on the curriculum |
| **IQ3** How is collective worship enabling pupils and adults to flourish spiritually? | School’s vision and Anglican/Methodist foundation shaping worship and spirituality -Worship enhanced by local church partnerships – worship is inclusive, invitational and inspirational -common understanding of spirituality – contribution of the trust to enhance worship |
| **IQ4** How does the theologically rooted Christian vision create a culture where pupils and adults are treated well? | An inclusive, dignifying and equitable culture – enhanced well-being in policy and practice -mental health central to school’s work – help in difficult tomes, especially for the vulnerable and/or disadvantaged – how does the trust contribute? |
| **IQ5 H**ow does the school’s theologically rooted Christian vision create an active culture of justice and responsibility? | Positive relationships – encouraging freedoms/rights/responsibilities – justice -courageous advocacy – ethical choices – children as agents of change |
| **IQ6** Is the religious education curriculum effective? | Refer to ‘Statement of Entitlement for RE’ – provision, profile and priority of RE in the school – curriculum challenging, accurate, well-sequenced, well balanced, relevant and diverse? Trust leaders ensure resourcing and CPD |
| **IQ7** RE in VA or former VA school only | In addition: Quality of teaching and learning – pupil progress – assessment informing teaching and learning |

**The Inspection Judgments**

The wording has recently been revised – J1 and J2 will not appear in the report.

Instead, one of these two sentences will appear after the body of the report

* The inspection findings indicate that the school is living up to its foundation as a Church school and enabling pupils and adults to flourish.
* The inspection findings indicate that the school has strengths, but that there are also issues that leaders need to address as a matter of priority. These are listed in the areas for development.

**Questions for Governors/trustees:**

1. When did you last reflect on the ‘Who are we’ questions relating to the specific context of your school?
2. Have you gone through the process, with school leaders and perhaps church leaders to ensure your school’s vision has a clear theological/biblical underpinning? – not just a bible verse tacked on!
3. Is your website up to date with statutory requirements and your school’s vision and values clear and easily accessible?
4. How do you know about the school’s provision for all to flourish and the impact of that provision?