

SIAMS 2023

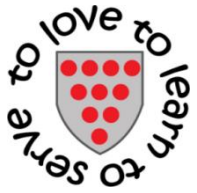
Radically Different, Radically the Same

Thursday 8th December 2022

Rev Duncan Hutchison

Education Adviser

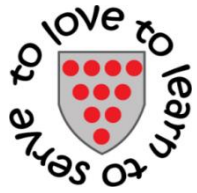




Aims

- Understand the reasoning behind the changes
- Look at the changes for the 2023 SIAMS Framework.
- Look at the implications for Schools and Trusts

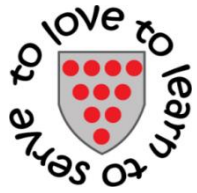




Key Changes

- 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 for academies is brought to the fore.

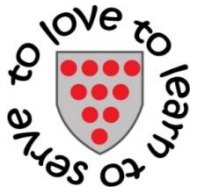




SIAMS 2023

- Has coherence between the nature of the process, the type of evidence that is gathered, and the inspection judgements
- Does not/should not drive school vision
- Requires schools to have a theologically rooted Christian vision
- Is sensitive to and significantly shaped by the school's context
- Frees schools and inspectors from exhaustive one size fits all criteria
- Holds trust leaders to account for their work with Church schools

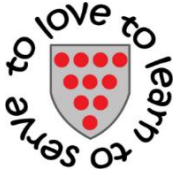




SIAMS 2023

- Has 6 inspection questions for all schools
- Has a 7th for VA schools – teaching and learning in RE
- Focuses on impact - asking high level questions, scrutinising written evidence, and observing typical school practice
- Does not expect any specific strategies, materials, resources etc.. to be used, as long as impact is evident
- Allows an evidence base to be collated collaboratively, before the inspector uses it to reach their judgements

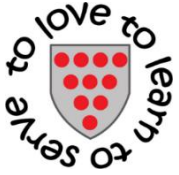




Context 1: Who we are

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

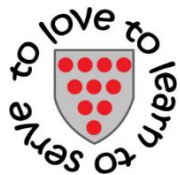




Context 1: Who we are

- f) How is school (and trust) leadership structured and organised?
If part of a trust, what authority is delegated locally?
- 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?

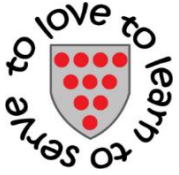




Context 2: What are we doing here?

- 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?
- d) Why have school leaders decided that the school should be a maintained school/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?

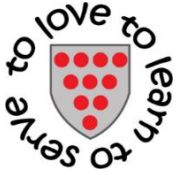




Context 2: What are we doing here?

- 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?
- 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?



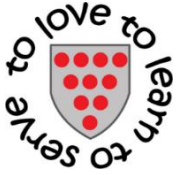


IQI

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?



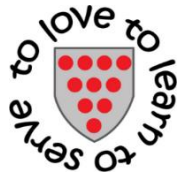


IQ 2

How does the curriculum reflect the 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?



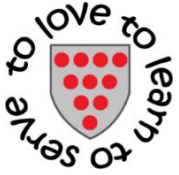


IQ 3

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 and spiritual development? 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?



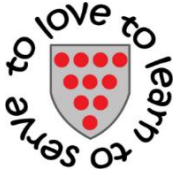


IQ 4

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



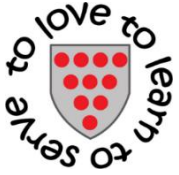


IQ 5

How does the 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?



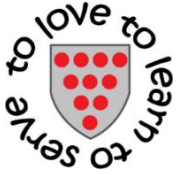


IQ6

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?



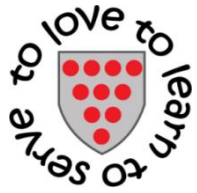


IQ 7 (VA Only)

What is the quality of religious education in (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?



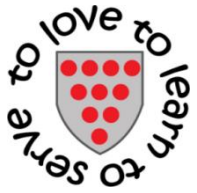


Judgements

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.

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.

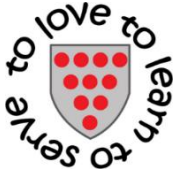




J2

- 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, they may have a theologically rooted Christian vision that is transforming lives.
- Any permutation is possible under J2.

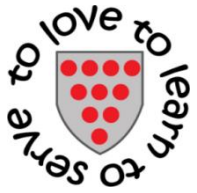




J2 - Permutations

- 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.
- 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 (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.

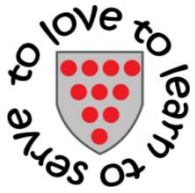




Implications - Schools

- SIAMS 2023 *is not* reimagining what it means to be a Church school.
- It *is* reimagining what it means to inspect and how to make the best use of evidence.
- There will be a firm expectation of a theologically rooted Christian vision.
- There will be an enhanced freedom to be a Christian-vision-driven Church school in the specific context of the school.
- Freedom also from an exhaustive one-size fits all set of criteria.





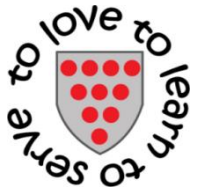
Implications - Schools

Consequences of an inspector not having enough evidence to answer all IQs positively:

- diocesan intervention/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.





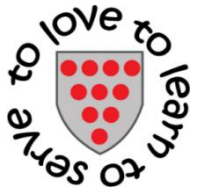
Implications - Trusts

Under current legislation, SIAMS remains an inspection of an individual school

However, the 2023 Framework involves trust leaders and evaluates ...

- how the trust vision resonates with the school's theologically rooted Christian vision and whether it is effective
- whether school/trust governance are appropriate and effective
- how church and DBE/MAST partnerships are evident, meaningful, relevant
- how being part of the trust enhances the school as a Church school





Radically Different, Radically the Same

Radically different

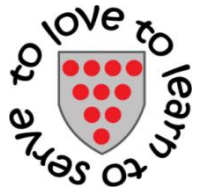
- judgements not grades
- therefore, no grade descriptors
- emphasis on school context
- emphasis on outcomes not methods
- therefore, no lists of criteria
- For Inspectors

Radically the same

- Christian vision
- collective worship
- RE
- SMSC
- evidence-based
- For Schools

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

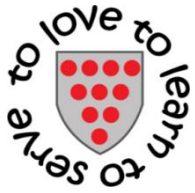




Why now?

- Much has changed since the SIAMS Schedule was written in 2017/2018.
- There remains widespread misunderstanding around grades, especially the grade of Excellent.
- There remains a tendency for schools to feel they must 'tick boxes' to address the inspection criteria to achieve a certain grade.
- Changes in the 2023 SIAMS Framework address this – they are mainly structural changes.

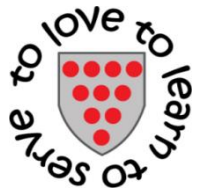




Diocese Support

- Summer SIAMS sessions will be on 2023 Framework
 - 09/05/23, 23/05/23 and 06/06/23
 - All 10am – 15:30 @ Lowesmoor
- New dates to be added for looking at theologically-rooted Vision
- Please do ask questions and get in touch for support
- 15 hours to be used



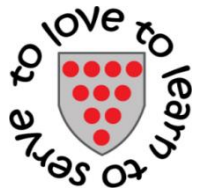


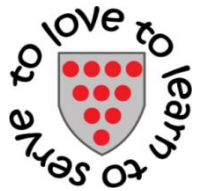
SIAMS 2023 Update Zoom

THE CHURCH
OF ENGLAND
DIOCESE OF
WORCESTER

SIAMs 2023 Update Meeting







Thank you!

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