

Statutory Inspection of Anglican Schools (SIAS 2)

Section 48 Procedures



DIOCESE of CANTERBURY

1 INTRODUCTION

1.1 The SIAS process has been devised by the National Society to standardise inspection practices and judgements in all Church of England Schools and to meet the requirements of Section 48 of the Education Act 2005

1.2 SIAS/S48 judges the distinctiveness of the school as a Church of England school and aims to help schools improve as church schools

1.3 The main focus is in the outcomes, ie the impact of provision rather than the provision itself

1.4 **There are four key questions:**

1. **How well does the school, through its distinctive Christian character, meet the needs of all learners?**
2. **What is the impact of collective worship on the school community?**
3. **How effective is the religious education?**
4. **How effective are the leadership and management of the school as a church school**

1.5 These key questions have not changed for SIAS 2, but some of the sub questions are different

2 YOUR SELF-EVALUATION PROCESS

2.1 The inspection starts from your school's own judgements, based on an internal system of monitoring, evaluation and improvement. The better your own self-evaluation, the easier will be the inspection for everyone. To help you assess your grades, a new self evaluation toolkit including new grade descriptions from the National Society will be available on our website from April 2009. A Rochester & Canterbury version was sent (e-mail) to all schools, this contains the new grade descriptions.

2.2 Your school's self-evaluation was moderated by your last SIAS inspection. This will either have confirmed your school's judgements or adjusted them and given reasons why. You will have a short list of the Main Strengths and Focus for Development – fleshed out in the main body of the report. It is also likely that you would have been given some suggestions during the inspection that may not have been recorded in the report itself.

2.3 Your immediate focus following an inspection should be to develop an action plan to deal with the Focus for Development. This should form part of your School Development Plan

2.4 **In addition, your Governing Body (GB) should formulate a strategy to ensure an ongoing process of monitoring, evaluating and improving the church aspects of the school.** Schools do this in different ways, allocating responsibility to different individuals or groups and looking at different aspects at different times. **However, it is recommended that a report is given to the whole GB at least once a year, so that it has oversight of how things are progressing.** You may make a Foundation Governor responsible for this, as the link governor for the church nature of the school, or you may have a 'Church School Committee' responsible for this. Make sure that you avoid leaving all this on the shoulders of the headteacher and incumbent. It is the responsibility of the whole GB

2.5 **We will assume that you have included all stakeholders in your monitoring process, especially parents and pupils.** Sample questionnaires are available on the Canterbury Diocesan website. Many schools have improved the church aspects of the school, such as their collective worship, because of feedback from their pupils. If you have monitored pupil and parent views on the church aspects of the school, evaluated their responses and formulated action plans to improve things as a result, then the inspector will not need to catch parents at the school gate and less time may be spent interviewing pupils.

2.6 **Use the new SIAS Toolkit provided by the Diocese to help your self-evaluation process.** Schools found the previous Diocesan toolkit extremely useful for setting out an agenda for improving their church schools and giving prompts for development. **There will be a new SIAS 2 Toolkit, available on the Canterbury Diocesan website or from Jean at jireland@diocant.org from July 2009.** It has been devised to sharpen up the evaluative process, with more rigorous attention to outcomes and evidence, and not so much on provision. (For example, declaring yourself to be a church school is not as valuable as parents knowing what it means to be a church school; having Christian symbols in each classroom is not as valuable as getting pupils involved in interactive prayer displays.)

3 PRE-INSPECTION

3.1 OfSTED notifies the Diocese of your S5 inspection, but it is always helpful when the school is proactive in contacting us to arrange the S48 inspection.

3.2 The GB is responsible for making sure that its church school has a S48 inspection and it is required to do this in consultation with the Diocese. Canterbury Diocese has a team of fully trained SIAS inspectors who carry out our inspections.

3.3 In practice, the GB usually asks the headteacher to make the arrangements. (This must be ratified with a representative of the Foundation Governors in an Aided School.)

3.4 **Your Section 48 inspection must take place as soon as possible after your Section 5 inspection (within 3 weeks).** This is a much shorter period than previously and therefore there will be less negotiation possible about dates.

3.5 There will not be much time between the OfSTED and SIAS inspection and it is essential therefore that you are ready. You will be asked to provide the following:

- 1 **SIAS Toolkit**
- 2 **School Prospectus (if you have one)**
- 3 **SEF and/or OfSTED Report**
- 4 **Current policy statement on RE***
- 5 **Current policy statement on worship***

and to send it as soon as your OfSTED inspection is over

***NB** These policy statements should always be up to date and accurate, as parents have the right to withdraw their children from RE and/or collective worship and they need to have accurate information on which to make their decisions.

3.6 At the meeting with the headteacher when the inspector arrives at the school s/he will make clear her/his thoughts about the school and the key questions s/he needs answered.

THE INSPECTION

4.1 **The school draws up the inspector's timetable.** It will look something like this in a primary school (also see * below)

8.00 am	Inspector arrives
8.10 am	Pre-inspection briefing with HT (tour of school)
8.40 am	Looking through school's files and RE books
9.00 am	* Collective worship
10.00 am	Key Stage 1 RE
10.30 am	Break - inspector speaks to staff in staff room
11.00 am	Key Stage 2 RE
11.30 am	Interview with CW co-ordinator
12 Noon	Lunch (it's a great help if this can be provided by the school)
12.30 pm	RE work analysis

1.30 pm	Interview with School Council Representatives
2.00 pm	Interview with Foundation/Link Governor(s)/Chair of Governors
2.30 pm	Interview with incumbent
3.00 pm	Interview with RE subject leader
3.30 pm	The inspector may need to speak to parents randomly at the school gate
4.00 pm	Making judgements
4.30 pm onwards	Feedback of main provisional judgements to HT and Chair of Governors (time to be arranged by the inspector).

* Collective Worship should normally be led by the HT

Please make sure that sample RE work/books are available from all years, clearly labelled with year and attainment. They must be ready for the inspector on arrival. The inspector may well ask to see the same sample of literacy books to enable him/her to compare standards.

One RE lesson should be taught by the RE subject leader.

Please ask if you would like a senior teacher to do a joint observation with the inspector

Any feedback will be very brief and will not include a graded judgement as the period spent in each lesson will be short. In a VC school, the inspector's focus is the impact of RE on a pupil's spiritual development. In a VA school, RE has a specific section in the report

In a primary school the inspector may decide NOT to interview parents and to spend less time with pupils if the school has monitored this well themselves.

In some schools just a few people fulfil several roles (eg the incumbent is also the chair of governors and the link governor, the HT is also in charge of RE and CW). The inspector will still need to have a half hour interview each on CW, RE etc.

4.2 The secondary school inspection covers similar interviews and observations but runs over 1.5 days. As much as possible is seen on the first day and a full feedback takes place at about 12.30 pm on the second day. The timetable is drawn up with the inspector, who will choose which RE lessons to see.

4.3 If pupils are interviewed – A possible group is the School Council so that pupils are not hand picked. However, you may wish to include pupils who have something special to say, eg those of other faiths, a King's Squad/Christian Union rep. Pupils must be assured that they will not be quizzed or challenged on anything that they say to the inspector. Please ask if you would like a senior teacher to be present with the pupils.

4.4 Please try not to inundate the inspector with too much first hand evidence! eg, it is more useful to have a list of charities you support, with how much was raised, rather than to be given all the charity certificates and thank-you letters. It is better to have a note such as: 'By the end of KS1, pupils can retell the Nativity story because they have taken part each year in a traditional Nativity play' – than to be given files of photographs of these events.

5 THE REPORT

5.1 **Before leaving the school the inspector will feed back his/her findings and provisional grades.** This meeting should include the headteacher and a senior representative of the Foundation Governors. It is hoped that it will also include the chair or vice chair of governors and the incumbent. Please be aware that judgements are provisional until ratified by the Diocese and that oral feedback is not the verbatim report.

5.2 **We use the same scale as OfSTED:**

1- Outstanding; 2 - Good; 3 - Satisfactory; 4 - Inadequate

These are very broad grades and it is quite possible that, even with improvements, you will get the same grade for Key Questions/Overall. However, it should be the case that you have improved within the grade.

5.3 **The written report will be sent as soon as possible** (and at least within two weeks) to the HT, to be shown to the Chair of Governors. This will have been critically read by the Diocesan Critical Reader. Any response you wish to make to this report must be done to the inspector within two days of receiving it. This would normally only cover factual errors.

5.4 **Once finalised, your GB should publish the report to parents** – ideally, at the same time as the OFSTED report, since both are public inspections.

5.5 The Diocese will invoice the National Society for this inspection. Schools do not need to do anything about payment.

5.6 The Diocese will send a copy of the report to the National Society for their records, it will also be presented to the Diocesan Schools Committee

5.7 The Governing Body should use the report in its development plan and on-going self-evaluation process.

5.8 Eighteen months after the inspection one of the Diocesan team will arrange a visit to the school in order to provide a 'health check' between inspections with a focus on how the school has moved forward since the last inspection.

Summary of self-evaluation judgements

1 How well does the school, through its distinctive Christiana character, meet the needs of all learners?

How well do the school's Christian values impact on all learners and enable them to flourish as individuals?
How well does the Christian character support the spiritual, moral, social and cultural developments of all learners (Christian, of other faiths and of no faiths)?
How well does the Christian character prepare learners to become responsible citizens?
How well do key Christian values motivate the relationships between all members of the school community?
How well is the spiritual development of learners enhanced by the school environment?

1 How well does the school, through its distinctive character meet the needs of all learners?	Grade:
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2 What is the impact of collective worship on the school community?

How positive are the learners' attitudes to collective worship?
To what extent do learners and staff derive inspiration, spiritual growth and affirmation from worship?
How well does collective worship develop learners' understanding of Anglican traditions and practice?
How effectively is the importance of worship demonstrated in the life of the school?

2 What is the impact of collective worship on the school community?	Grade:
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3 How effective is the religious education provided by the school?

How high are standards and how well do all learners progress in RE?
How effective are learning and teaching in RE?
To what extent do learners of all faiths and of none demonstrate a positive attitude towards RE?
How well does RE contribute to the spiritual and moral development of all learners?
To what extent does RE promote the distinctive character of the school?
To what extent does RE promote community cohesion through an understanding and respect for diverse faith

communities?
How effective is the importance of RE shown in the life of the school?

3 How effective is the religious education provided by the school?	Grade:
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4 How effective are the leadership and management of the school as a church school?

How well has the school leadership (including governors) engaged with distinctive Christian values in developing their vision for the school?
How well is this vision understood by all stakeholders?
How well do leaders and governors ensure that this vision is put into practice by all members of the school community?
How well are leaders and governors preparing for the future leadership of Church schools?
How effective is the partnership between the school, the church and the local community, including parents?

4 How effective are the leadership and management of the school as a church school?	Grade:
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Summary of self-evaluation judgements

Overall Judgements	Grade
How well does the school, through its distinctive Christian character, meet the needs of all learners?	
What is the impact of collective worship on the school community?	
How effective is the religious education?	
How effective are the leadership and management of the school as a church school?	

The overall effectiveness of the school as a church school	
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