Explanation

This diagram/document came about after a conversation with one of our Headteachers following a SIAMS briefing session and some planning I was doing to support Senior Leaders in understanding the importance of vision.

After reflecting on these conversations and thoughts, I wondered if the 7 strands of the SIAMS Evaluation Schedule could form the headings of a school development plan.

Some schools already have vast and detailed school improvements plans following or preparing for an Ofsted inspection. If we want all adults and children to flourish in our schools, how could I ask Headteachers to add an additional 7 strands of SIAMS to an already detailed and full school development plan? Could the 7 SIAMS strands and Ofsted work together?

So, I explored the Ofsted inspection framework and drew out areas that they were looking for and placed them under the 7 SIAMS strands headings. There were no tenuous links, Ofsted and SIAMS are looking for the same things; for everything that happens in school (decisions, policies, curriculum etc) to enable all pupils and adults to flourish (excel – Ofsted) academically (and spiritually – SIAMS)

It will also ensure that SIAMS isn’t just a bolt on, or something that gets priority for the year before inspection. If the Distinctive Christian vision is to drive everything schools do, then having the 7 SIAMS strands as the headings for development and improvement in schools will ensure that, who schools says they are on the outside is who they are on the inside all the time.

The phrases in blue are lifted straight from the Ofsted framework.

The phrases in black are taken from the SIAMS Evaluation Schedule.

Schools in Canterbury Diocese have been told that this is not a model we are imposing for a school development plan, it is just a tool to support conversations in school, school improvement and preparation for SIAMS.

Rebecca Swansbury, Schools Officer, Canterbury Diocese
School’s Christian Vision

1. Vision and Leadership

2. Wisdom, Knowledge and Skills

3. Character Development: Hope, Aspiration and Courageous Advocacy

4. Community and Living Well Together

5. Dignity and Respect

6. Impact of collective worship

7. The effectiveness of religious education

All school policies

School Development plan

Have the recommendations from the previous SIAMS inspection been addressed?
School’s Christian Vision
How effective is the school’s distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

1. Vision and Leadership
   - School has a culture of safeguarding
   - Pupils behave well
   - Budget setting – acting as good stewards, making brave ethical decisions. Resources are managed well
   - Leaders use assessment well and do not use it to create unnecessary burden on staff. (Not driven by data)

2. Wisdom, Knowledge and Skills
   - Brave curriculum choices which enable all children to flourish.
   - Broad and balanced curriculum which inspires children to learn.
   - Ambitious curriculum designed to give all learners, especially disadvantaged and SEND success opportunities.
   - Teachers have good subject knowledge.
   - Learners study the full entitlement.
   - High expectations of behaviour and conduct
   - High attendance and punctuality
   - Pupils have the opportunities to seek forgiveness and reconciliation.
   - Relationships are supportive, and all are valued and listened to.
   - The provider develops British values, an appreciation of diversity and celebrates what we have in common
   - Learners attitudes to education are positive
   - Learn to disagree well.
   - Parents are involved.
   - Relationships amongst staff and learners are positive and respectful
   - Leaders protect staff from bullying and harassment and take account of pressures on staff and their workload.
   - VAGC – ALL are valued and included and treated with dignity and respect.
   - Prejudicial behaviour and language is challenged.
   - Ethos / vision prevents forms of discriminatory behaviour.
   - Dealing with underperforming staff is done with dignity and respect.
   - Provider promotes respects for different characteristics as defined by law
   - RSE allows children to cherish who they are.
   - SMSC – spirituality.
   - Asking big questions
   - Space to reflect and think.
   - Ensure Worship celebrates difference, and encourages respect and diversity.
   - Heartbeat of the school day.
   - Statutory requirements met (governors ensure)
   - Encourages local church, community and school to work together.
   - Develop understanding of Christian belief in the Trinitarian nature of God.
   - SMSC – spirituality.
   - Asking big questions
   - Space to reflect and think.
   - Ensure Worship celebrates difference, and encourages respect and diversity.
   - Heartbeat of the school day.
   - Statutory requirements met (governors ensure)
   - Encourages local church, community and school to work together.
   - Develop understanding of Christian belief in the Trinitarian nature of God.

3. Character Development: Hope, Aspiration and Courageous Advocacy
   - Pupils have the opportunities to seek forgiveness and reconciliation.
   - Leaders protect staff from bullying and harassment and take account of pressures on staff and their workload.
   - VAGC – ALL are valued and included and treated with dignity and respect.
   - Prejudicial behaviour and language is challenged.
   - Ethos / vision prevents forms of discriminatory behaviour.
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   - Ensure Worship celebrates difference, and encourages respect and diversity.
   - Heartbeat of the school day.
   - Statutory requirements met (governors ensure)
   - Encourages local church, community and school to work together.
   - Develop understanding of Christian belief in the Trinitarian nature of God.

4. Community and Living Well Together
   - Pupils have the opportunities to seek forgiveness and reconciliation.
   - Leaders protect staff from bullying and harassment and take account of pressures on staff and their workload.
   - VAGC – ALL are valued and included and treated with dignity and respect.
   - Prejudicial behaviour and language is challenged.
   - Ethos / vision prevents forms of discriminatory behaviour.
   - Dealing with underperforming staff is done with dignity and respect.
   - Provider promotes respects for different characteristics as defined by law
   - RSE allows children to cherish who they are.
   - SMSC – spirituality.
   - Asking big questions
   - Space to reflect and think.
   - Ensure Worship celebrates difference, and encourages respect and diversity.
   - Heartbeat of the school day.
   - Statutory requirements met (governors ensure)
   - Encourages local church, community and school to work together.
   - Develop understanding of Christian belief in the Trinitarian nature of God.

5. Dignity and Respect
   - Leaders protect staff from bullying and harassment and take account of pressures on staff and their workload.
   - VAGC – ALL are valued and included and treated with dignity and respect.
   - Prejudicial behaviour and language is challenged.
   - Ethos / vision prevents forms of discriminatory behaviour.
   - Dealing with underperforming staff is done with dignity and respect.
   - Provider promotes respects for different characteristics as defined by law
   - RSE allows children to cherish who they are.
   - SMSC – spirituality.
   - Asking big questions
   - Space to reflect and think.
   - Ensure Worship celebrates difference, and encourages respect and diversity.
   - Heartbeat of the school day.
   - Statutory requirements met (governors ensure)
   - Encourages local church, community and school to work together.
   - Develop understanding of Christian belief in the Trinitarian nature of God.

6. Impact of collective worship
   - Leaders protect staff from bullying and harassment and take account of pressures on staff and their workload.
   - VAGC – ALL are valued and included and treated with dignity and respect.
   - Prejudicial behaviour and language is challenged.
   - Ethos / vision prevents forms of discriminatory behaviour.
   - Dealing with underperforming staff is done with dignity and respect.
   - Provider promotes respects for different characteristics as defined by law
   - RSE allows children to cherish who they are.
   - SMSC – spirituality.
   - Asking big questions
   - Space to reflect and think.
   - Ensure Worship celebrates difference, and encourages respect and diversity.
   - Heartbeat of the school day.
   - Statutory requirements met (governors ensure)
   - Encourages local church, community and school to work together.
   - Develop understanding of Christian belief in the Trinitarian nature of God.

7. The effectiveness of religious education
   - Leaders protect staff from bullying and harassment and take account of pressures on staff and their workload.
   - VAGC – ALL are valued and included and treated with dignity and respect.
   - Prejudicial behaviour and language is challenged.
   - Ethos / vision prevents forms of discriminatory behaviour.
   - Dealing with underperforming staff is done with dignity and respect.
   - Provider promotes respects for different characteristics as defined by law
   - RSE allows children to cherish who they are.
   - SMSC – spirituality.
   - Asking big questions
   - Space to reflect and think.
   - Ensure Worship celebrates difference, and encourages respect and diversity.
   - Heartbeat of the school day.
   - Statutory requirements met (governors ensure)
   - Encourages local church, community and school to work together.
   - Develop understanding of Christian belief in the Trinitarian nature of God.

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