



SIAMS Self Evaluation Forms

The national SIAMS Information for Schools document (September 2021) makes the purpose of Self-evaluation clear:

SIAMS SELF-EVALUATION

- 3.1. Although self-evaluation is not a statutory element of the SIAMS process, it makes a significant contribution to enabling the inspector to understand the life and work of the school.
- 3.2. It is, therefore, to the school’s benefit to share a summary of their self-evaluation with the inspector.
- 3.3. Ongoing self-evaluation is a process that is for the benefit of the school community. It provides a context for their reflection, evaluation, and future planning. It can refer to provision but should have an overwhelmingly evaluative focus on impact in order to be of maximum use to the school.
- 3.4. Such self-evaluation can result in lengthy, ‘live’, and often-changing documentation. This does not need to be shared with an inspector. In fact, an inspector is unlikely to have time to read it.
- 3.5. A non-statutory summary, no longer than two sides of A4, is helpful for the purposes of inspection. With an emphasis on vision, impact, and transformation it will help an inspector to use the limited time available to them to gain an accurate picture of the school.
- 3.6. Inspectors will ask schools if they have such a document during the initial conversation. If they do, the inspector will request it.

Therefore, you are encouraged to maintain a ‘shorter style’ SIAMS SEF. This is called a ‘shorter style SEF as it is considerable shorter than the original SIAMS SEF Toolkit. Such a document will enable school leaders and governor to determine how the school’s distinctive Christian vision enables pupils and adults to flourish. The illustration below is an example of such a structure. This can be adapted and used by schools and is available from the SDBE website, <https://www.salisbury.anglican.org/resources-library/schools1/siams-sef> .

This document consists of a cover page with space to insert the school vision strapline, narrative, the visual representation (if you have one), underpinning values and the biblical narrative.

School logo	Vision Strapline
	Vision narrative and/or visual metaphor
	Theological underpinning
	Christian Values

A separate page for school context and it is recommended that this text covers:

- any major changes to the school (outside of and because of COVID),
- faith/ beliefs make-up of the children,
- school pupil numbers and whether these are stable/changeable,
- staff stability,
- parish/clergy links/partnerships,
- senior leadership team make up,
- Governing Board – Foundation governors and stability,
- school priorities focus over the last few years – overview only,
- significant community events/partnerships.

School context

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A page to insert your reflective, internal self-assessed gradings – overall and for Collective Worship and RE. Also on this page is space to identify actions since the last SIAMS inspection. Whilst it is unlikely this will be discussed in future inspections it is a useful reflective piece of self-evaluation.

SIAMS actions from previous SIAMS inspection report

Action 1:

Action 2:

Action 3:

Present self-evaluation of grade for SIAMS

Overall grade:	Grade for CW	Grade for RE <small>(If VA or previously a VA school)</small>
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Following these pages there is a page per SIAMS strand with boxes to capture the impact of vision led provision. Statements such as 'In line with our vision of... we developed... and pupils highlight the impact by saying...'

Strand 1: Vision and Leadership

	<p align="center">Vision strapline Theological underpinning</p>	

This 'shorter style SEF' should be regarded as an ongoing working document that is under regular review by school leaders and frequently shared with governors.

To support the SIAMS inspection process, we recommend that schools prepare a 2-page summary that lifts highlights from the 'shorter style' SEF to share with the SIAMS inspector. You are welcome to present your key highlights of vision led flourishing in any way across 2 pages of A4. Some schools have found a structure similar to the one shown below a useful starting point for this document. This document is available here <https://www.salisbury.anglican.org/resources-library/schools1/siams-sef> but must not be considered a template, simply a helpful starting point if required.

SIAMS Summary SEF 2021

<p>School Name</p> <hr/> <p>School vision/motto/strapline:</p> <p>Vision narrative: story of the vision development – the representation as understood by the school community</p> <p>Theological underpinning: The bible verse that underpins your vision</p> <p>Christian Values: List your values and identify any theology linked to your values that identifies their Christian distinctiveness</p>	<p>School Logo/vision image</p>
<p>Brief school context:</p> <p>Keep this succinct and consider using bullet points. You might include any or all of the following:</p> <ul style="list-style-type: none"> • any major changes to the school since the last inspection • faith/belief make-up of the families • school pupil numbers and whether these are stable/changeable • staff stability • parish/church community links • senior leadership make-up • school priorities over the last few years (keep succinct) • significant community events/partnerships <p>Please do add anything else that you feel will help the inspector to understand the context of your school.</p>	
<p>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</p>	
<p>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</p> <p>Key highlights celebrating how well the school has developed and implemented an inclusive and distinctive Christian vision, monitoring its impact to ensure the school's original foundation is maintained. And how well the school lives out that Christian vision in relationships and partnerships with key stakeholders.</p> <ul style="list-style-type: none"> • In these bullet points emphasise how your vision has led to transformation - focus on impact of the vision and not the vision provision – if you can quote the impact • • • 	
<p>How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?</p> <p>Key highlights celebrating how well the school's staff and leaders apply their Christian vision wisely and sensitively to ensure the curriculum and extra-curricular opportunities meet the learning and spiritual needs of all learners.</p> <ul style="list-style-type: none"> • In these bullet points emphasise how your vision has led to transformation - focus on impact of the vision and not the vision provision – if you can quote the impact • • 	

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Key highlights celebrating how well the school's Christian vision supports the character and moral development of all pupils, giving them aspiration for themselves and hope for the communities of which they are a part, including when circumstances are difficult. And, how well the school's Christian vision inspires the whole school community to engage in social action and to be courageous advocates for change in their local, national, and global communities.

- In these bullet points emphasise how your vision has led to transformation - focus on impact of the vision and not the vision provision – if you can quote the impact
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How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Key highlights celebrating how well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health and enables all to flourish and live well together.

- In these bullet points emphasise how your vision has led to transformation - focus on impact of the vision and not the vision provision – if you can quote the impact
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How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Key highlights celebrating how well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.

- In these bullet points emphasise how your vision has led to transformation - focus on impact of the vision and not the vision provision – if you can quote the impact
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How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Key highlights celebrating the ways in which collective worship is an expression of the school's Christian vision. And, how worship is inclusive, invitational, and inspiring.

- In these bullet points emphasise how your vision has led to transformation - focus on impact of the vision and not the vision provision – if you can quote the impact
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How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Key highlights celebrating how effective the school is in ensuring pupils flourish through the provision of high quality religious education reflecting the Church of England Statement of Entitlement. And, how effective the school is in ensuring that religious education expresses the school's Christian vision.

- In these bullet points emphasise how your vision has led to transformation - focus on impact of the vision and not the vision provision – if you can quote the impact
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It is important that this summary document is not regarded as a second SEF but viewed as a highlight document that takes from the ongoing working document used for self-evaluation of the 7 SIAMS strands.