



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist** Church 

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Self-Evaluation Model Document

September 2013

In September 2011 the Ofsted SEF was withdrawn and the way in which schools express their self-evaluation is now left to the professional judgement of the school's leaders. Between 2005 and 2012 the National Society Toolkit has been the document in which church schools have expressed their

distinctive Christian character. The new SIAMS Evaluation Schedule has now made the Toolkit redundant and there is strong evidence to suggest that church schools are looking for less bureaucratic and more meaningful ways of describing their evaluations.

Self-evaluation of a church school's distinctiveness remains as important as ever and schools are encouraged to be creative as they seek to demonstrate the impact of their Christian character on the daily life of the school. The completion of a self-evaluation document can be helpful to teachers, governors and, of course, school inspectors.

Schools are becoming increasingly creative in their use of self-evaluation using, for example, photographs, mind maps and Christian values, in addition to more traditional forms of evaluation, to assess the impact of their school's character. This document seeks to allow that creativity to flourish by not being over-prescriptive; leaving much to the professionalism of the headteacher and staff.

The main focus of a successful evaluation should always be on the impact. Whilst schools are rightly proud of the things they have provided for their children it is the difference which is made by this provision which really matters.

Church school inspectors will not expect this document to tell the whole story of a school and schools should not feel under pressure to do so. The inspector will gather a range of on-site self-evaluation evidence which may include annotated collections of photos; mind maps; class reflection books etc. This, together with discussions, observations and other documentation will enable inspectors to assess the accuracy of the school's own evaluations.

Schools are at liberty to devise their own ways of summarising the evaluation of the school's distinctiveness. Dioceses may also offer their own guidance. This document is offered by the National Society as a model which may be used in conjunction with the Inspection Evaluation Schedule (November 2013). It has been trialled by schools in North West dioceses in a slightly different format and many schools found it helpful.

Name of school:

URN:

Date of the last Section 48 inspection:

SCHOOL CONTEXT

This is an opportunity for you to provide a few bullet points to explain the context of your school.

[You may wish to comment on: School status (including any recent change in status and funding agreement) NOR; social and economic circumstances; staffing changes; pupils with disabilities/learning difficulties etc.]

THE VISION AND VALUES OF THE SCHOOL

[You may wish to draw upon or include the school mission statement, values statement or school aims as agreed by the school community.]

SUMMARY

In about 50 words please summarise the distinctiveness and effectiveness of your school as a church school.

Date:

**PROGRESS IN ADDRESSING THE FOCUS FOR DEVELOPMENT IN THE
PREVIOUS INSPECTION**

Schools may wish to add further points if required

Focus for development 1:

(Relates to core question 1 2 3 4)

Action taken	Impact

Focus for development 2:

(Relates to core question 1 2 3 4)

Action taken	Impact

Focus for development 3:

(Relates to core question 1 2 3 4)

Action taken	Impact

CORE QUESTION I

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

SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate

School evidence based on pupil outcomes:

Comment on:

- Learners' Achievement
- Christian Values
- Spiritual, moral, social and cultural development
- Relationships
- Understanding of and respect for diverse communities
- Religious Education

These prompts are taken from the SIAMS Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

Key Strengths

Development points

CORE QUESTION 2

What is the impact of collective worship on the school community?

SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate

School evidence based on pupil outcomes:

Comment on:

- The impact of collective worship
- The central attributes of collective worship
- The centrality of prayer and reflection
- The theological basis of collective worship
- The leadership and management of collective worship

These prompts are taken from the SIAMS Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

Key Strengths

Development points

CORE QUESTION 3

How effective is Religious Education?

SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate

School evidence based on pupil outcomes:

Comment on:

- Progress and standards based upon the school's performance data
- Quality of teaching and learning
- Quality of the curriculum
- Effectiveness of leadership and management in RE

These prompts are taken from the SIAMS Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

Key Strengths

Development points

CORE QUESTION 4

How effective are the leadership and management of the school as a church school?

SCHOOL SELF EVALUATION: Outstanding/Good/Satisfactory/ Inadequate

School evidence based on pupil outcomes:

Comment on:

- Christian vision
- Evaluation and strategic planning
- Future leadership of church schools
- Partnership with key stakeholders

These prompts are taken from the SIAMS Evaluation Schedule where further details are found

Reasons for the grade (impact and provision)

Key Strengths

Development points