

SIAMS Pathway for all schools

Together with God. “And we know that all things work together for good to them that love God, to them who are called according to his purpose”
Romans 8 v28



Archbishop Temple
Multi Academy Trust
Together With God

Annual SIAMS Health Check	2 years before being on the list	1 year before being on the list	Academic year when Inspection will take place	Year following Inspection
<p>At least 3 years prior to inspection</p> <ul style="list-style-type: none"> * Re-vision/confirm existing theologically rooted Christian vision that recognises the unique context of the school community. * Engage in honest reflection regarding the appropriateness of the school vision. * Ensure the school vision is rooted in theology beyond a single Bible story/verse – be clear what theology that is and what it looks like in a school setting. * Move beyond values and towards vision in the focus of the school and its work, if not already done this. * Look at all aspects of Church School Life through the lens of the schools vision (including collective worship, RE, whole curriculum, spirituality, behaviour, attendance and family support) * Attend DBE training regularly to hear key messages re SIAMS and Church School Distinctiveness. * Ensure all staff new to Church Schools are aware of the difference being part of a Church School community makes. * Ensure all new senior leaders are 	<ul style="list-style-type: none"> * Ensure theological rooting of distinctive Christian vision outlined and communicable to those outside the school community. * Ensure whole-school approaches to aspects of Church School life are embedded, such as a whole school language and approach to spiritual development and corresponding policy. * Governors engage in monitoring and evaluating the impact of the school’s distinctly Christian theologically rooted vision, sharing examples and responding to findings (beyond just RE and collective worship monitoring). * Begin embedding responses to IQ5. Pupils should be able to articulate how they themselves tackle injustice and this should be beyond fundraising efforts. * Audit (TAFL or LP day) RE provision and ensure the Statement of Entitlement for RE is being met. * Invite Governors to undertake the online SIAMS training on IQs provided by DBE. 	<ul style="list-style-type: none"> * Theological rooting of distinctive Christian vision well embedded and can be illustrated with context specific examples. * Create/ update document that explains how the theology the school vision is rooted into greater detail, through curriculum mapping and ensure all subject leads familiarise themselves and can talk confidently where the vision has impacted on curricular design decisions and where the vision is in all units of work. Subject leads can identify the impact/ spiritual development opportunities in all units of work. * SIAMS self - evaluation document is updates with a focus on impact. * Consider how the unique school vision resonates with the Trust vision. * Audit the school curriculum in light of the existing vision taking into account of a) diversity and difference, b) spirituality, c) SEND access to aspects of all Church School life * All staff engage in reflection on how their own roles live out and express the 	<ul style="list-style-type: none"> * Preparation for initial inspection phone call * Consideration of who will be part of the inspection and brief all groups. * Ensure all SIAMS paperwork is ready - Summery self - evaluation document - Relevant policies, collective worship, RE, vision through the curriculum mapping document, reflection space, spirituality, behaviour - Latest IDSR - School development plan - Document setting out the theology of the vision * Share SES with all key stakeholders * Encourage governors especially to make notes about their own examples of monitoring and evaluation the impact of the vision. * Ensure all school leaders and governors know the school’s theologically-rooted Christian vision and can articulate the theology it is rooted into. * Ensure all school leaders and governors can provide examples and evidence of the impact of the vision taking into account the IQs. 	<ul style="list-style-type: none"> * Address all priority areas identified during the inspection process. * Create long term plans for embedding any aspects of Church School Distinctiveness found to be missing or weak during the inspection process * Share exemplary practice with other Trust schools and the DBE.

<p>known to the DBE and are engaging with ongoing CPD externally and internally.</p>	<ul style="list-style-type: none"> * Consider which middle leaders were to benefit from the Christian Leadership programme. * Attend all SIAMS updates * Consider if further external support is needed for embedding any aspect of Church School life. 	<p>vision and how the vision nurtures them personally and professionally</p> <ul style="list-style-type: none"> * Create case studies of the impact of the vision (especially for vulnerable, SEND pupils and families and examples of difference and diversity being considered). * Ensure courageous advocacy has moved beyond fundraising. * Ensure all relevant staff and governors are attending DBE training for SIAMS * Ensure all staff and governors are familiar with the current SIAMS framework * Buy in SIAMS support if needed * Support form CEO, DBE * Communicate regularly with DBE and share what is happening so they are informed for conversations with inspectors. 	<ul style="list-style-type: none"> * Check the 3 Is for collective worship are being met: inclusive, invitational and inspirational. * Ensure all staff re-familiarise themselves with the Statement of Entitlement for RE, especially if they are teaching RE as part of the learning walk and so meeting the SOE is evident in all RE books included in the inspection process. * Be clear about what support the Trust provides and the impact this has. * Have case studies ready for showing the vision, especially on vulnerable pupils, SEND and their families. 	
--	--	--	---	--