THE SALISBURY DIOCESAN BOARD OF EDUCATION

LIVING OUT GOD'S TRANSFORMING PRESENCE

SIAMS Self Evaluation Forms

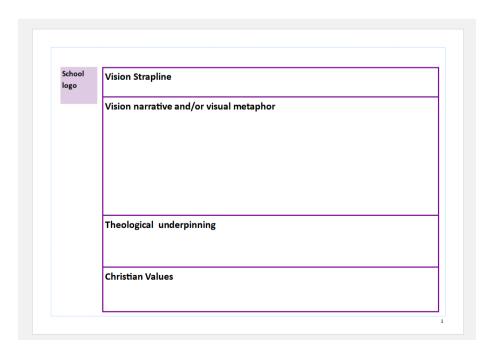
The national SIAMS Information for Schools document (September 2021) makes the purpose of Self-evaluation clear:

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.

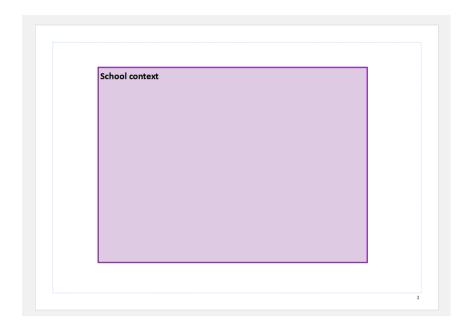
Therefore, you are encouraged to maintain a 'shorter style' SIAMS SEF. This is called a 'shorter style SEF as it is considerable shorter than the original SIAMS SEF Toolkit. Such a document will enable school leaders and governor to determine how the school's distinctive Christian vision enables pupils 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.

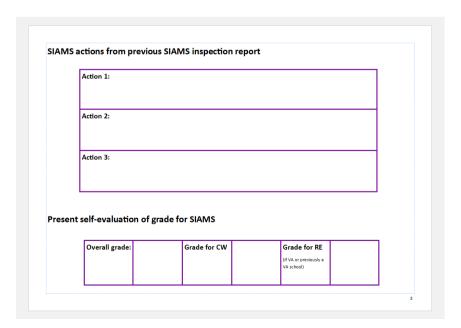


A separate page for school context and it is recommended that this text covers:

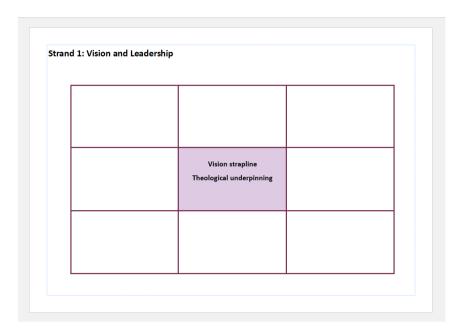
- any major changes to the school (outside of and because of COVID),
- faith/beliefs make-up of the children,
- school pupil numbers and whether these are stable/changeable,
- staff stability,
- parish/clergy links/partnerships,
- senior leadership team make up,
- Governing Board Foundation governors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



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.

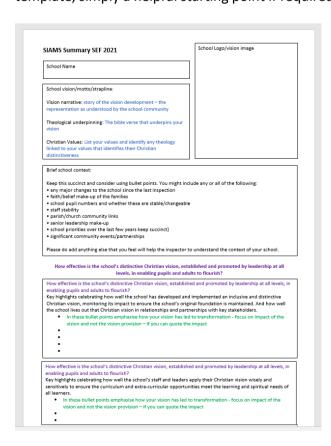


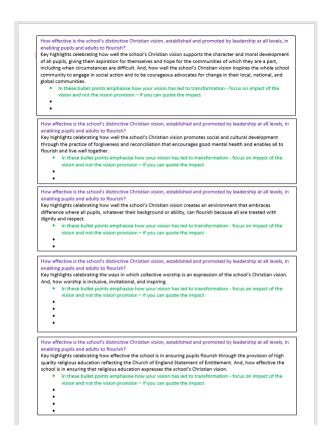
Following these pages there is a page per SIAMS strand with boxes to capture the impact of vison led provision. Statements such as 'In line with our vision of... we developed... and pupils highlight the impact by saying...'



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.





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.