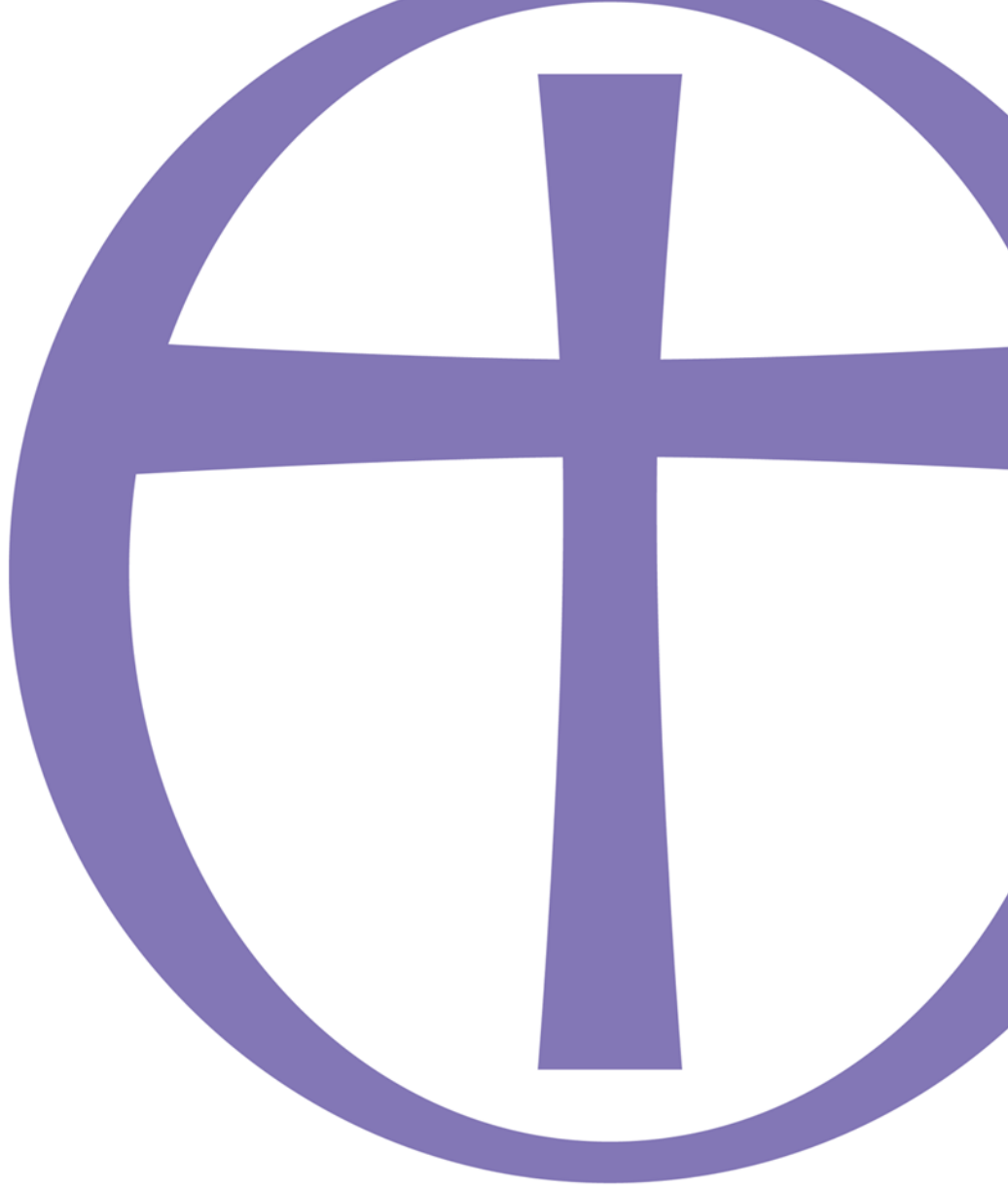




THE CHURCH  
OF ENGLAND  
EDUCATION OFFICE

The **Methodist** Church 



Statutory Inspection of Anglican and  
Methodist Schools (SIAMS)

# SIAMS Handbook

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[www.churchofengland.org/education](http://www.churchofengland.org/education)

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## 1. Introduction

1. This handbook sets out the expectations of The Church of England Education Office ('the Education Office') for the process of the Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspections under section 48 of the Education Act 2005.
2. This handbook explains the recommended practice for carrying out the inspection and verifying the school's self-evaluation findings. The rules for inspection are set out and the sources of evidence to be used are identified. Schools will become effective by means of a variety of strategies, approaches, and styles, which reflect their particular local context or church tradition. Therefore the importance of a flexible approach to inspection, taking into account the school's own self-evaluation, is paramount.
3. By agreement with The Methodist Church, the SIAMS process will be used for section 48 inspections in Methodist and ecumenical schools. The use of 'church school' in this document includes Church of England, Methodist, Anglican/Methodist and ecumenical schools and academies.

## 2. The Purpose of SIAMS Inspection

4. The purpose of SIAMS inspection is:
  - to provide an evaluation of the distinctiveness and effectiveness of the church school for the governing body and/or the multi-academy trust, the school, the parents, the diocese/district, the Education Office or Methodist Church and the wider public
  - to meet the requirements of section 48 of the Education Act 2005 for schools which have a religious character
  - to verify the outcome of the school's self-evaluation
  - to make a significant contribution to improvement in church schools.
5. SIAMS inspection focuses on the transformational impact that the Christian ethos of the church school has on the learner. This will involve looking at the school's Christian vision, the provision the school makes as a result of this vision and how effective this provision is in meeting the needs of all learners. Schools will become effective by means of a variety of strategies, approaches and styles, which reflect their particular local context or church tradition. Inspectors should carefully diagnose how the impact that each church school has on the learner is achieved. They should not apply a preconceived template of what an effective church school should be like.
6. The Evaluation Schedule core questions address the **four** main areas of focus for self-evaluation and inspection in voluntary aided Church schools and Church of England designated academies and, normally, **three** in voluntary controlled and foundation church schools.
  - **Distinctive Christian character**
  - **Collective worship**

- **Religious education** (when inspected<sup>1</sup>)
- **Leadership and management**

7. Each area of focus identifies the areas of evidence upon which self-evaluation and inspection judgements are made. The Education Office Evaluation Schedule supports the evaluation of the extent to which these areas of focus contribute to the Christian distinctiveness and effectiveness of a church school so that learners' potential is maximised.

### 3. Contractual Arrangements for SIAMS under the Education Act 2005

#### Appointment of Inspectors

8. It is the responsibility of the governing body of all voluntary and foundation schools to ensure that a denominational inspection is carried out and Ofsted inspectors are required to ensure that this duty has been met. In the case of an academy, the inspection of denominational education and collective worship is required by its Funding Agreement with the Department for Education (DfE).
9. In the Education Act 2005 (section 48 in England/section 50 in Wales) the governing body or foundation governors of Church of England schools are responsible in law for the setting up of the section 48 inspection and the appointment of a person to undertake the inspection. In voluntary aided schools it is the responsibility of the whole governing body, while in controlled and foundation schools it is the responsibility of the foundation governors. The governing body or foundation governors are, however, required to choose the inspector *after consultation* with their respective Diocesan Board of Education or denominational authority (section 48(2)). In practice, the Diocese usually selects the inspector in agreement with the school leadership team. It is expected that only Education Office accredited inspectors will be used.
10. In all cases any appointment of an inspector should be documented in a contract. A model contract for use with inspectors, which governors may wish to adopt, is available on the Church of England Education webpages.
11. In some instances the governors may wish the inspector to widen the scope of the inspection: for example, in a VC school or a successor 'VC' academy they may wish to include reporting on religious education or to spend more time in the school than would normally be the case. If that happens, and an increase is agreed in the inspector's fee, then the inspector will claim the normal grant available through the Education Office and any additional fee should be paid to the inspector by the governing body or the Diocese.

#### Payment of Inspectors

12. There is one system for payment of the section 48 grant which will cover payment for 'faith' academies and voluntary aided and controlled schools. This means that all academies, whether sponsored or converter, will

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<sup>1</sup> Whilst the effectiveness of religious education is inspected by statute in voluntary aided schools and by funding agreement in Church of England designated academies, it is expected that the broader impact and contribution of RE on the character of all church schools will be inspected. In particular, the way the school ensures that pupils are able to hold a theologically informed conversation about Christianity as a living and diverse faith. Pupils' personal and spiritual, moral, social and cultural development will also be evaluated in the school's self-evaluation and verified through SIAMS, as will the support from senior leaders in terms of managing staffing and resourcing of RE.

receive funding for a section 48 inspection in exactly the same way as other maintained schools with a religious designation. Funding for SIAMS inspections is provided by the DfE and administered by the Education Office. (For more information about the inspection funding please see Appendix E)

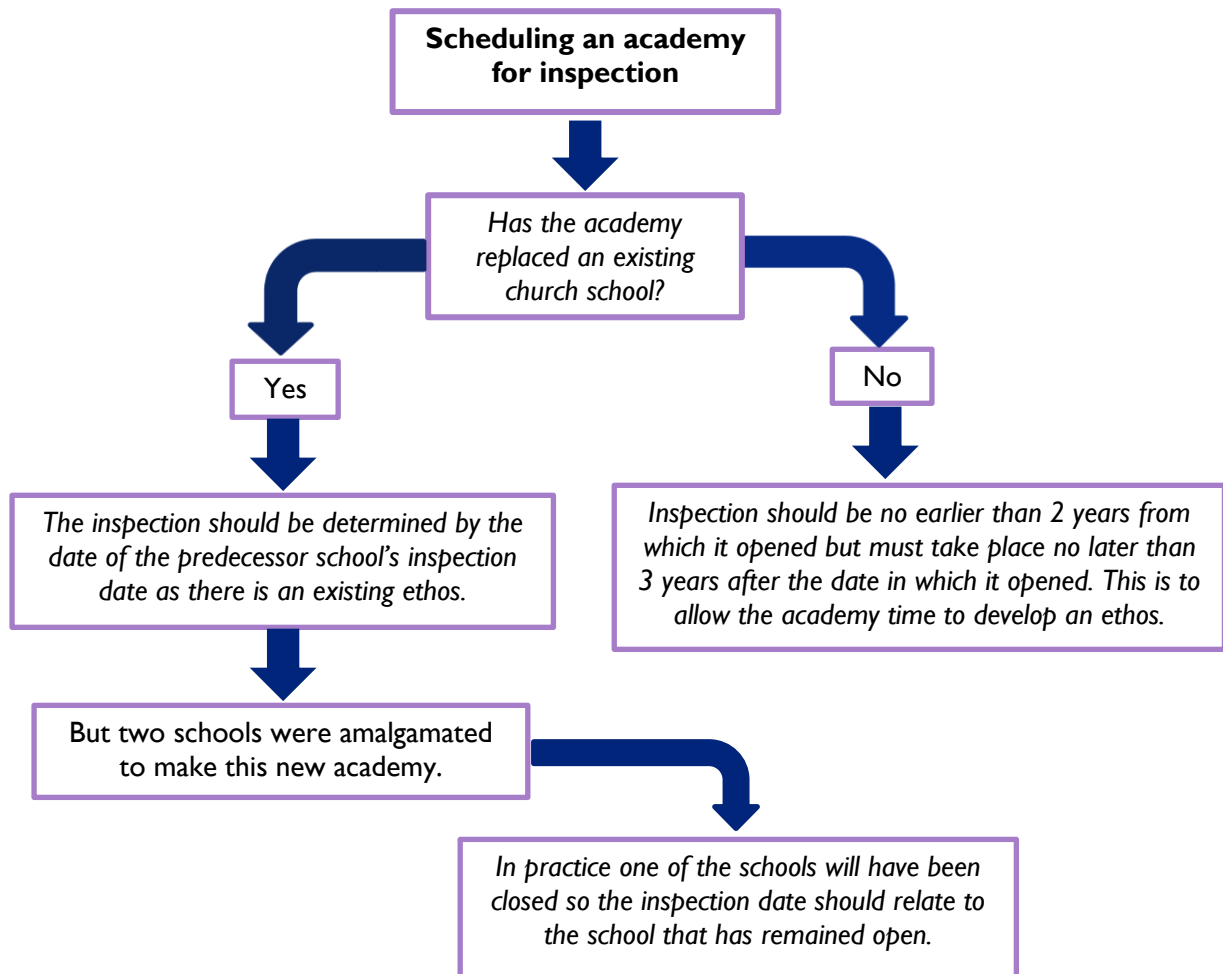
13. For each inspection the inspector will be paid according to the DfE section 48 grant rate in force at the time. Payment will be made on receipt by the Education Office from the appropriate Diocesan office of a completed SIAMS report and claim form. Payment will not be made to inspectors who submit reports independently of the relevant diocese. For Methodist schools, the Methodist Church and/or Diocesan office will notify the Education Office. In order to receive payment each report must be accompanied by a completed Inspector Claim Form (available on the Church of England Education webpages).
14. In the case of a joint Anglican/Catholic school the fee for the inspection will only be paid by the Education Office if the report is submitted on the Education Office SIAMS Report template. If negotiation with the Catholic diocese results in a requirement for the report to be written on a localised format, then payment for inspection should be sought from the Catholic diocese. This should be taken into account when the inspection is scheduled.
15. Where the governing body of a school employs an inspector provided through the Diocesan authority, it will not be required to submit a grant claim to that authority. In this situation, the grant will be paid directly to the inspector by the Education Office.
16. Where the governing body of a school employs an inspector without the approval of the Diocesan or denominational authority, that inspector will be required by Government regulation to submit a written claim, including bank details, and a SIAMS report to the Diocese in which the school is situated or to the Methodist Church. The diocese will forward the claim to the DfE for payment provided it is satisfied that the inspection has taken place and it has been carried out to an acceptable standard by a fit and proper person. The report must satisfy the statutory requirements for section 48 inspections and comply with the Education Office standards.
17. All reports and claim forms must be forwarded to the Education Office electronically by the relevant Diocese. Payment will be made weekly by electronic transfer (BACS) in the week following receipt of an acceptable report. For a VC school, please ensure that the RE box on the claim form is not deleted- N/A should be inserted where a grade number would usually be added for a VA school.
18. When the inspector submits the final version of the SIAMS report to the Diocese and/or the Methodist Church, the completed claim form must be attached.

## 4. The Scheduling of Inspections

19. The Education (School Inspection) (England) Regulations 2009 (SI1564) sets out the interval within which the inspections are required to take place. All section 48 inspections are scheduled independently from Ofsted's section 5 inspections, with the timing determined by the outcome of the last section 48 inspection for that school.
20. All schools with a 'good' or 'outstanding' section 48 inspection must be scheduled for their next section 48 inspection within 5 school years from the end of the academic school year within which they were last inspected. For example, if a school was inspected at any time between September 2012 and July 2013, the next inspection would be scheduled during the school year September 2017 and July 2018. This means that an inspection should not normally take place at an interval of less than five years from the date of the previous inspection. It should be remembered that there is no funding available for more than one inspection every five years.
21. Any school with a section 48 inspection judgement that was less than 'good' must be scheduled for its next section 48 inspection at any point after 3 years from the date of the last section 48 inspection, but within 5 school years from the end of the academic school year within which the last inspection took place. For example, if a school was inspected in September 2012 the earliest it should be inspected again is September 2015. The latest date that the inspection could take place would be July 2018.
22. If, in exceptional circumstances, particular concerns warrant consideration of earlier inspection, the Diocese needs to set out the case to the Education Office so that funding can be sought from the DfE in advance.

### Academies and New Schools

23. Where an academy is formally designated as having a religious character and delivers denominational education, this should be specified in the funding agreement for that academy. The funding agreement should also specify the requirement for the academy to arrange for the inspection of denominational education and collective worship to take place in line with the statutory position set out in section 48 of the Education Act 2005 and the supporting regulations as specified above.
24. Where a school has become an academy, including becoming part of a multi-academy trust, the date and the outcome of the last section 48 inspection for the predecessor school will be used to determine the timing of the section 48 inspection of the new academy. It should be noted that although for Ofsted scheduling purposes such schools are considered 'new' because they have a new URN, for section 48 scheduling purposes they are not considered new schools. (This change was made by the DfE in requirements in January 2014 and replaced guidance issued the previous year).
25. When a new academy or a free school opens, section 48 inspection should be scheduled no earlier than 2 years and no later than 3 years from the date of opening. Thereafter the timing of inspections should be in line with the general guidance above.



### Inspection dates and school notification

26. Each year the Education Office sends out the scheduling timetable and by May the diocesan SIAMS manager will identify the schools within the Diocese that require inspection during the following year. SIAMS managers then send this information to the SIAMS Administrator in the Education Office (peter.churchill@churchofengland.org) by the specified date. This will enable the Education Office to secure funding from the DfE for the following year's inspections. At a specified date each term dioceses must notify the Education Office SIAMS Administrator of any amendments to the following term's inspection list.
27. The delivery of the section 48 process is the responsibility of the diocese. The date of the inspection within each term for each identified school is decided by the Diocese, and the SIAMS manager allocates an inspector to each inspection. The Education Office suggests that diocesan SIAMS managers/administrators contact inspectors near the end of each term to identify their availability for inspections for the next term, but some dioceses may use a different system. Information about the specific schools to be inspected should remain entirely confidential at this stage.

28. To ensure that the inspection is seen as valid it should take place approximately one week from notification. Local diocesan intelligence should ensure that any inappropriate week for the school is not selected. The weeks' notice should give sufficient flexibility to ensure that key staff and stakeholders are available on the day of inspection. It should be noted that this is considerably longer notice than a school receives for a section 5 inspection. The Diocese may decide, as its policy, to fix a particular date for the section 48 inspection and notify the school one week prior to that date. For example, the Diocese may decide to notify a school on a Friday that it will be inspected by the next Friday. The Diocese may, if it chooses, give a school less than a week's notice.
29. It is good practice for the Diocese and not the inspector to notify the school of the inspection. This will avoid the relationship between the inspector and school being clouded by any concerns around the timing of the inspection.
30. If a school or a diocese asks to defer or adjust the date of an inspection and the diocese is in agreement, a formal submission to the Education Office stating the reasons should be made in accordance with the Deferral Policy (Appendix I).
31. The scheduling of a joint Anglican/Catholic school should alternate between the Anglican and Catholic dioceses.
32. When notifying the school of the inspection it is good practice to make sure that the school knows the protocol for SIAMS inspection and their right of appeal.

### **The relationship with the Ofsted Inspection**

33. SIAMS inspections are scheduled by the Education Office independently from Ofsted's section 5 inspections, but in the event of a no-notice Ofsted inspection where a SIAMS inspection is scheduled to go ahead on that day it has been agreed with Ofsted that the two may be conducted simultaneously. However, both inspection teams should avoid over inspection of particular teachers. Feedback from both inspections may take place at the same meeting. (See Appendix A).
34. SIAMS inspection reports will provide a different but complementary perspective on church schools in relation to Ofsted's findings. Therefore, inspectors must abide by the agreed protocols for section 5 and section 48 inspections.
35. The relationship between section 5 and section 48 inspections is governed by a protocol between Ofsted and signatory faith group inspectorates. Ofsted have no statutory remit in respect of section 48 inspections. Ofsted's School inspection handbook states:

'In schools with a religious character, section 5 inspectors must not comment on the content of religious worship or on denominational religious education (RE). Inspectors may visit lessons and assemblies in order to help them evaluate how those contribute to pupils' spiritual, moral, social and cultural development and their personal development, behaviour and welfare.' (p. 69, *School inspection handbook: Handbook for inspecting schools in England under section 5 of the Education Act 2005*, first published June 2015)



## 5. The Allocation of Inspectors

36. Inspectors appointed to conduct section 48 inspections must be on the Education Office list of accredited inspectors and must have an up to date inspector badge.
37. In accordance with the Education Office protocol, inspectors appointed to conduct section 48 inspections must have had no contact with the school which might compromise their objectivity in inspecting in accordance with the SIAMS Evaluation Schedule. This would also include completing the school's previous SIAMS inspection or having done consultancy work at the school. (See Appendix B).
38. If an inspection is carried out by an inspector not on the Education Office accredited inspectors list the Education Office may withhold payment for the inspection.

## 6. The Selection and Training of New Inspectors

39. The training of all new inspectors is managed centrally by the Education Office. Courses are arranged in response to the needs of the dioceses, but the general pattern is that two courses run simultaneously starting in the autumn term of each academic year. The application process opens in the spring term (in the academic year prior to the academic year the training takes place) when the application form, application guidance and course information are published on the Church of England Education webpages. This information is also sent out to a list of those who have already enquired about the training and to diocesan SIAMS managers.
40. Applicants for new inspector training must have the support of their Diocese in order to apply. This is demonstrated through the section of the application form that must be filled out by the Diocesan Director of Education and the SIAMS manager. The application form requires the Diocese to confirm the ability of the applicant to complete the training and become a skilled inspector. The Education Office thoroughly recommends that the Diocese interviews the candidate against the eligibility criteria (set out below) in order to ascertain their suitability for the training.
41. In order to be selected to train as a SIAMS inspector applicants must meet the eligibility criteria. The criteria set out below are considered essential for acceptance onto the course and trainees are unlikely to successfully complete the training without the following experience, knowledge and skills:
  - Current or recent experience of leadership at a senior level in successful church schools and a sound understanding of school leadership and management. (*If your experience includes leadership in a school judged inadequate by Ofsted, this should be discussed with the diocesan SIAMS manager prior to making an application.*)
  - A clear understanding of the phases of education (in order to be able to inspect primary, secondary and all-through schools).
  - an up-to-date knowledge and understanding of:
    - the Christian character of church schools
    - the requirements for religious education and collective worship in church schools
    - performance data in schools
    - recent national developments in church school policy and practice
    - the Church of England Vision for Education
  - Sympathy with the aims of church schools and a sound understanding of the Christian faith

- Excellent inter-personal skills and oral communication skills in order to effectively interact with both adults and children.
  - Excellent analytical and evaluative skills to process information, consider evidence and make sound judgements.
  - Excellent written communication skills, a good command of the English language and the ability to write in an engaging and interesting way.
  - Self-organisation skills and the ability to follow protocols and procedures.
  - Competency in IT- confidence in using Microsoft Office, including converting documents to PDFs and formatting documents. Must be able to print documents to use during inspections.
42. In addition to the eligibility criteria, SIAMS Inspectors must also be able to meet the following expectations:
- Inspectors must carry out at least three inspections per year. (*This is the minimum number of inspections deemed vital for the development and maintenance of inspection skills.*)
  - Inspectors must have the time and capacity to attend annual diocesan and national ongoing training for inspectors.
  - Inspectors must be willing to travel in order to carry out inspections.
  - Inspectors must have up to date DBS clearance that can be used to inspect (please see Appendix D) and professional indemnity insurance.
43. It is advised that the Diocese makes sure the applicant understands the commitment of training and becoming a SIAMS inspector. As well as the above eligible criteria and expectations, applicants should be made aware of the following:
- The commitment of work involved in carrying out a SIAMS inspection. We advise that each inspection can take up to three days (or more for a VA secondary)- one day to prepare, one day inspecting, one day writing the report.
  - That inspectors must maintain an inspection and training record that is used as evidence to apply for inspector badge renewal.
  - That if the applicant's ability to inspect within the Diocese (through which they are applying) is compromised (e.g. because they work for the Diocese as an advisor, or they have connections to many schools) they understand that they will need to contact other dioceses in order to obtain inspection work. The travel implications should be emphasised here, as well as the requirement to be able to do three inspections per year in order to remain registered.
44. The Education Office assesses the training course applications with the course leader and confirms with the applicant whether they have been successful in their application or not. If an application does not appear to be strong enough to be successful, or more information is required, the School Character and SIAMS Development Manager will contact the relevant SIAMS manager. Applicants will only be informed that their application has not been accepted once the situation has been discussed with the Diocese.
45. The Diocese allocates two suitable shadow inspections for the trainee inspector between day 2 and day 4 of the training. The Diocese will have advance notice of these dates in order to plan ahead. (Detailed guidance on the shadow inspections is provided to both the trainee inspector and the Diocese once the training course has commenced).

46. The sign-off inspection takes place once the participant has successfully completed all four days of the training course and the assessed tasks linked to the shadow inspection. The course trainers allocate an Education Office Quality Assurance Assessor for each of the sign-off inspections. (Detailed guidance on the sign-off inspection is provided to both the trainee inspector and the Diocese once the training course has commenced). The QA Assessor informs the training course leader if the trainee has passed the sign-off inspection.
47. The Education Office reserves the right to make the final decision on whether a trainee inspector has successfully completed the training course, and therefore whether they can be registered as an accredited inspector.
48. When trainee inspectors have completed the sign-off inspection, they must not begin inspecting until they have been registered as an accredited inspector and have received their Education Office inspector badge.

## 7. Inspector Registration and Badge Renewal

49. In order for an inspector to be accredited by the Education Office, the inspector must be registered. Registration is demonstrated by the issuing of an official identity badge by the Education Office.

### Registration of New Inspectors

50. In order to apply for registration the trainee inspector must have successfully completed the New Inspector Training Course. The course leader informs the Diocese if the inspector has successfully completed the course. Once this has happened the registration process can begin.
51. The inspector and the Diocese must fill in the Inspector Registration Form (available on the Church of England Education webpages) and send it to the SIAMS Administrator ([peter.churchill@churchofengland.org](mailto:peter.churchill@churchofengland.org)) at the Education Office. This involves confirming that the inspector has DBS clearance and professional indemnity insurance. It also includes the final written assessment of the inspector's skills provided by the QA assessor. This means that the Diocesan officer responsible for managing SIAMS is aware of the new inspector's strengths and any areas where further support will be needed.
52. Upon receipt of the registration form, the new inspector will be added to the list of accredited inspectors and their inspector badge will be issued and sent to them. New inspectors must not start inspecting until they have received their Education Office inspector badge.
53. The registration fee for a new inspector's first year is included in the new inspector training course fee.

### Annual registration fee

54. The registration fee for SIAMS inspectors is £22.50 per year. This fee contributes to the cost of administering the inspector, including the provision of an official identity badges. Inspectors are invoiced for this fee in August/September each year. Inspectors are required to pay the fee within 30 days of being invoiced. If the invoice has not been paid by 30 days, inspectors will receive a reminder. Failure to pay the fee may result in an inspector being de-registered.

55. When an inspector retires, it is the responsibility of the inspector to contact the SIAMS Administrator ([peter.churchill@churchofengland.org](mailto:peter.churchill@churchofengland.org)) at the Education Office to cancel the annual registration fee. If the inspector's badge is still current it should be returned to the SIAMS Administrator, Peter Churchill at The Church of England Education Office, Church House, Great Smith Street, London, SW1P 3AZ.

### **Maintaining registration**

56. To remain registered as an accredited inspector, SIAMS inspectors must:
- conduct at least three inspections per academic year unless prevented by medical needs or special circumstances that have been discussed with the Diocese (see Appendix B)
  - attend annual on-going inspector training
  - hold a current DBS check which is required in order to obtain Education Office registration and an inspector badge
  - Maintain annual insurance cover
57. De-registration of an inspector may occur in circumstances such as, but not limited to, the following:
- Misinformation or dishonesty on the original application form
  - A significant breach of the Code of Practice for SIAMS Inspectors (Appendix B)
  - Failure to maintain on-going professional development relevant to the role
  - Failure to carry out at least three inspections per academic year
  - Persistent poor practice leading to insecure judgments
  - Failure to comply with the DBS requirements as stated in the Education Office policy
  - Any practice or behaviour that brings the reputation of the Diocese, Education Office or wider Church into disrepute.

(Please note: This list is not exhaustive and de-registration will be considered on a case-by-case basis including circumstances not covered above.)

### **Inspector Record Form and Badge Renewal**

58. Inspectors must maintain a record of inspections carried out and training attended using the Education Office [Inspector Record Form](#) (available on the Church of England Education webpages). This form is used to apply for inspector badge renewal.
59. Inspector badges must be renewed every three years. It is the responsibility of the inspector to keep track of when renewal is required, not the Diocese. Badges display the month and year of expiry and they must be replaced before the last day of the month displayed. Inspectors should therefore request a badge renewal by the beginning of the expiry month displayed. Inspectors must send their record form to the SIAMS Administrator ([peter.churchill@churchofengland.org](mailto:peter.churchill@churchofengland.org)). (If the badge photo also needs updating, a head and shoulders photo should also be sent attached as .jpeg)
60. Inspectors must always wear an up to date inspector badge when carrying out an inspection (this is in the *Code of Practice for Inspectors*- see Appendix B). Inspector badges not only provide identification in schools but they also indicate to the school that the inspector has DBS clearance and professional insurance.

## 8. School Self-Evaluation

61. Inspectors will need as complete a picture as possible of how the school sees itself before inspection. This will usually be summarised in the school's self-evaluation document accompanied by or including SIAMS self-evaluation material, which will assist the inspector to formulate hypotheses and plan specific areas of focus for the inspection. The school's self-evaluation should indicate how well the school develops the whole child or young person by means of its Christian character, principles and values. In the case of RE in voluntary aided schools, inspectors will also evaluate the school's judgement on standards and trends in achievement. Other forms of self-evaluation, which will be explored during the inspection, may include the results of in-depth internal and external reviews and research and oral and other informal evaluations.
62. Evidence, on which the school's self-evaluative judgements are based, may be drawn from a number of sources. These will include:
- Feedback from learners, staff, parents, governors and others
  - Outcomes of monitoring collective worship, RE, SMSC and learning activities
  - Scrutiny of learners' work and achievement
  - Analysis of statistical data and school performance information.

(A school Self-evaluation Form template can be found on the Church of England Education webpages.)

## 9. Before the Inspection- Inspectors' Planning and Preparation

63. Planning for the inspection must be informed by analysis of publically available information including:
- the previous inspection report
  - information on the school's website, including the school vision/ethos statement
  - information and data provided by the diocese, Ofsted or DfE on the school's performance
  - school timetable and times for the school day and any information about pre-planned interruptions to normal school routines during the inspection.
64. As part of the initial telephone call with the headteacher (or most senior leader available), the inspector requests the following documents to be emailed:
- the school's Self-evaluation Form (SEF). The SEF may include self-evaluation relevant to SIAMS or this may exist as a separate document.
  - relevant policies for RE, collective worship and SMSC if not available on the website
  - the school's development plan for the current and previous year
  - any action plans related to SIAMS
  - In the case of an academy the inspector may request any scheme of delegation that sets out the levels of delegation to the local governing body (sometimes called a local governing committee).
65. The following might be requested to be available on the day(s) of inspection:
- an analysis of responses from parent and pupil surveys
  - any SIAMS action plan and the school development plan (see above)

- any policies not available on the school's website
- logs and analysis of records of exclusions, pupils taken off roll, incidents of poor behaviour, records of bullying, including racist, disability and homophobic bullying and attendance figures should be requested to be available on the days of inspection. Inspectors must not request these to be sent by email.
- work samples. The Pre-inspection Plan should offer guidance about the nature and size of the sample, and the purpose of the scrutiny. This ensures school leaders only spend time collecting work that is directly relevant to the inspection issues.
- records of visit from external consultants and advisors relevant to SIAMS

66. As the inspector's time in school is at a premium, an inspection strategy is required in which an early analysis of the school's self-evaluation and performance will determine the focus, pattern and nature of inspection activities. The preparation of a Pre-inspection Plan (PIP) is essential to the planning and efficient conduct of the inspection. This should normally be sent to the headteacher at least 24 hours (excluding weekends) before the inspection. Inspectors must use the Education Office PIP template. This document is the first the school will receive as part of the inspection and practice needs to be consistent across the dioceses. It forms a key part of the inspection process. It will be requested by the Critical Reader and by the diocese in case of appeal. It forms an essential part of the inspection evidence base.
67. The telephone call is the first opportunity to initiate a professional relationship between the inspector and the headteacher. It should confirm factual information and focus on practical issues such as the organisation of the timetable for the time in the school. Inspectors should bear in mind that they may not be able to make contact with the school immediately; however, they should try and make contact with the school either on the day the school is informed or the by the following day at the latest. Inspectors should keep a record of this initial conversation as part of their evidence base. A form is provided for this purpose which must be used by inspectors. (See Appendix G).
68. If the headteacher is unavailable when the call is made to the school, the inspector should ask to speak to the most senior member of staff available. Once the inspector has spoken to the school and is able to confirm the date that the inspection will take place, the inspector will inform the Diocese.
69. Inspection significantly draws upon self-evaluation and performance outcomes and is most effective when conducted with the active co-operation of the school. This means that evaluation and evidence can be reviewed with the school's governors, teachers, leaders, learners, parents and other key members. The verification of some of the school's findings on its effectiveness and impact will rest to a significant extent on the views of learners. The school has the responsibility to provide self-evaluation and supporting evidence. The inspector has the responsibility to verify those findings and to make an accurate diagnosis as to why the impact of the church school on the learners is as it is.
70. Questions should be carefully formulated to form the basis of discussions with the key people involved in the church school; including learners, teachers, RE coordinators/subject leaders, school leaders, foundation governors, parishioners, clergy, chaplains and parents. All will have a valuable story to tell.
71. Policies, plans and assertions, whether communicated orally or in writing, are not in themselves indicators of effectiveness. Inspectors will need to determine whether key events, such as acts of worship, are a regular

and embedded feature of the school's life and whether there is evidence of a genuine pattern of evaluation of their impact on the ethos of the school.

72. Church schools make up a highly diverse 'family' of institutions across nursery, primary and secondary phases. The SIAMS Evaluation Schedule seeks to evaluate the impact that these church schools have on all their learners' academic and personal achievement. This is not achieved by description of the quality or style of provision alone.

## 10. During the Inspection

73. Inspectors must show their identity badges on arrival to the headteacher (or other senior member of staff) and for the duration of the inspection.
74. At the start of the day the inspector should meet briefly with the headteacher and/or senior leadership team to:
- confirm arrangements for meetings with representatives of members of the governing body, parents, pupils and key staff such as the subject leader for RE
  - confirm arrangements for providing feedback after lesson observations
  - ascertain the school's understanding of the issues raised by the PIP, particularly where it suggests that at this stage the school's own grades cannot be confirmed
75. During the inspection day, the inspector should:
- regularly and formally update the headteacher on the progress of the inspection (see timetable guidance)
  - carry out learning walks, observations and scrutiny of work jointly with a senior leader

### Building a secure evidence base for judgements

76. Inspectors should satisfy themselves that their judgements and findings are based on secure evidence and accurate evaluation by:
- Verifying school data on standards of achievement.** Inspectors will come to a view on the accuracy of the achievement of learners in collaboration with the school leadership and the evidence from the data analysis. All pupils' needs are considered in this judgement. In keeping with the Church of England Vision for Education, this will particularly include those from disadvantaged and vulnerable backgrounds.
  - Listening to Learners.**<sup>2</sup> Reflection on the views and experiences of the recipients of a church school education will be the most effective way of judging the distinctiveness and effectiveness of the school. Inspectors should take account of the views of learners expressed and pupil voice evidence.
  - Discussion with staff, governors, clergy, parents and others,** to verify the self-evaluation findings on the Christian distinctiveness of the school as it impacts on learners.

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<sup>2</sup> Inspectors are encouraged to be familiar with Listening to Learners, available from the Estyn (The Inspection Framework for Wales) website.

- d) **Observation of lessons and acts of worship**, in whole or in part, scrutiny of data, action plans and pupils' work. Where possible this should be undertaken in conjunction with members of the school leadership.
- e) **Evidence trails**, which pick up on examples of evidence supporting self-evaluation to diagnose what action, policy or habit, gave rise to it.
- f) **Dialogue with the school leadership** during the course of the inspection day(s) will ensure that leaders are aware of the picture which is emerging. This will enable school leaders to supply additional evidence where appropriate and prepares them for the final summary feedback.

77. SIAMS inspection involves arriving at a number of qualitative judgements which can be supported by quantitative information. This is a challenge that can only be met by a combination of appropriate experience and high quality inspection skills. This type of judgement will be best secured by the triangulation of different types and sources of evidence and the use of professional judgement.

78. It is essential that inspectors maintain a secure evidence base during the course of the inspection and inspectors are expected to use the Education Office Evidence Form (EF) template. The key reason for using an evidence form is to structure the inspector's thinking and achieve consistency. This will be vital to assist in writing up the inspection and will be requested by the diocesan SIAMS manager or Critical Reader in the case of an appeal by the school or in the case of a complaint about the inspection. Dioceses may wish to monitor the quality of inspector's evidence bases as part of their quality control processes.

79. Written evidence is only acceptable if written on the Education Office Evidence Form (EF) template. Written evidence is only that which has been written by the inspector.

### Rules for Inspection

80. Inspectors must:

- take all relevant evidence into account when making judgements
- ensure that evidence is sufficient and triangulated before arriving at a conclusive judgement
- probe deeper where there is concern or uncertainty about evidence
- provide evidence for judgements on all the Core Questions
- check the school's assertions or policies against evidence of their impact

### Feedback to the School

81. Feedback is an ongoing process throughout the inspection day(s) and will involve continued dialogue with the school's headteacher or nominated senior leader. The final feedback should contain no surprises to the school.

82. Feedback should be offered if any lessons or act of worship is observed. In line with good inspection practice grades should not be given for lessons or acts of worship observed. The purpose of observations is to verify the school's own monitoring, not to assess the quality of teaching.

83. The final feedback takes place at the end of the day and is an opportunity for the inspector to share their findings and provisional judgements with senior leaders. The school should be informed of the grades that the inspector is recommending, but should be made aware that they are subject to a critical reading process.



- 84. Effective Inspection practice means that it would be unlikely for the feedback to take place before 4.30/4.45pm on a one-day inspection or after 5.30pm.
- 85. This final session should not be delivered as a tense ‘big reveal’ and the final outcomes and areas for improvement should have already been discussed with the headteacher. Ideally, it should last no more than twenty minutes as it is a summary of findings and the detail of what has led to these findings should already be known by the inspector.
- 86. Inspectors are expected to use the Education Office Final Feedback Form (see Appendix G).

**Safeguarding issues**

- 87. If any safeguarding issue arises during the inspection the inspector must inform the headteacher or a member of the senior leadership team. If the safeguarding concern is related to the headteacher the inspector should inform the Chair of Governors. If this is not possible or the inspector needs to inform someone outside the school, they must call the SIAMS Manager of the Diocese for whom they are inspecting. If the inspector calls the Diocese, the SIAMS Manager must seek the advice of the Diocesan Safeguarding Officer who will advise if it is necessary to contact the Local Authority Designated Officer (LADO).

**11. Judgements and Reporting**

- 88. In making and reporting judgements inspectors should provide answers to the core questions. There are four possible grades: outstanding, good, satisfactory, and inadequate. Use of any other variation including ‘good with outstanding features’ will result in the report being rejected by the Education Office and the inspector will not be paid until the report has been corrected. The grades given will underpin the evaluation of the overall distinctiveness and effectiveness of a church school in meeting the needs of learners and meet the statutory requirements for SIAMS. The report will contain one overarching summary judgement on how distinctive and effective the school is as a church school.
- 89. A record will also be made of adherence to the statutory requirements for collective worship and RE (when inspected) on the Inspector Claim Form:

<b>The school meets the statutory requirement for collective acts of worship</b>	<b>Y/N</b>
<b>The school meets the statutory requirement for religious education</b>	<b>Y/N</b>

## 12. Writing the Report

90. The audience for SIAMS reports includes parents, school governors, parishioners and church members, and the wider public, as well as headteachers and other education professionals. Therefore Education Office guidance and templates, and the inspector training programmes are designed to assist inspectors to produce accessible, succinct and evaluative reports.
91. Each core question will require a judgement followed by a succinct evaluation and at least one example of underpinning evidence. The evaluation statements are likely to be a rich source of such examples, but the report should not attempt to answer each one in turn, but draw on them as required to justify judgements. The Report Writing Checklist is an important and useful tool when writing reports. The SIAMS House Style must also be followed.
92. The final inspection report should include a cover page (one side of A4) plus a commentary on the core questions (up to two sides of A4). Inspectors must use the Education Office SIAMS Report Template and it is suggested that inspectors take note of the guidance prompts on the template. The report document will remain long after the inspection and will go into public domain as part of the inspection and therefore practice must be consistent.
93. The completed SIAMS report (quality assured by a trained Critical Reader) should be sent electronically with the Inspector Claim Form to the relevant Diocesan Board of Education. If the report and claim form are not completely accurate payment may be delayed or withheld. In particular, an accurate URN is essential.
94. The type/status of the school should be indicated in the top section of the report along with the school's membership of, and position within, any Multi-Academy Trust (MAT), or Federation. In particular the report should consider how effectively the school's leadership has maintained the distinctiveness of the school's original foundation within its new arrangements.

## 13. Critical Reading and Processing the Report

95. All inspectors must seek Diocesan approval of the report by a Critical Reader appointed by the Diocese before a report can be sent to the school and a claim made to the Education Office for payment.
96. The inspector must take account of the recommendations made by the Critical Reader who may request changes to grades if, in their opinion, the inspector has not made an adequate case for the grade given. Quality assurance is thus exercised by, and is the responsibility of, the diocese. If an inspector submits an inspection report that has not received diocesan quality assurance the inspector will not be paid without further investigation.
97. The name of the Critical Reader and their Critical Reader number must be included on the Inspector Claim Form sent to the Education Office.
98. In order to fund the administration and quality assurance of the SIAMS inspection, including the critical reading of the inspection report, the Diocese may charge the school or choose to meet the cost itself. This is at the discretion of the Diocese and many dioceses include this as an element in their service level

agreement with schools. The appropriate fee for this work is currently £50 per inspection. It is not recommended that the inspector be charged a fee for having the report critically read but if a diocese decides to do this they must inform the inspector that this will happen before they accept the inspection.

### Critical Readers

99. Critical Readers are appointed by the Diocese. Many dioceses maintain a small list of approved Critical Readers who:

- undertake regular on-going training in critical reading
- have a proven track record of high quality critical reading in the past
- have the ability to write good section 48 inspection reports themselves and would normally be current SIAMS inspectors.

100. All Critical Readers should be capable of providing secure advice during editing and must have a good grasp of both the SIAMS Evaluation Schedule for inspection and the SIAMS guidance used by inspectors for writing reports. They must also have the interpersonal skills to support inspectors' further development through coaching. The Critical Reader should send feedback about the strengths and weakness of the inspector's report writing skills on at least an annual basis to both the Diocese and the inspector concerned.

### The stages and timescales for Critical Reading and processing of Reports

101. Within 5 working days of the inspection, the inspector must send the first draft of the report to the Critical Reader. This should be a complete draft. The inspector should also send the Critical Reader a copy of the PIP.
102. Within 3 working days of receiving the first draft report the Critical Reader should conduct the critical read and respond to the inspector with detailed comments. This will be done electronically but the Critical Reader may also contact the inspector by phone if they feel this is necessary. Track changes should not be used as these can sometimes be found even when they have been accepted- changes, comments and questions should instead be included in the text and highlighted to the inspector by using another font or highlighting colour. The Critical Reader will comment on the report, with all comments based on the Report Writing Checklist or the assessment grid for report writing. The Critical Reader has a responsibility to ensure the report is compliant with the evaluation schedule, is coherent and has sufficient clarity for the reader. Judgements should also be internally consistent and supported by the evidence given.
103. The inspector should then make the required changes and return the report to the Critical Reader to agree the changes made. This may take several drafts. When the Critical Reader has signed off the report the inspector should send this version to the school for checking. This will normally be for factual accuracy, but occasional changes of wording and terminology are permissible. The report is still confidential at this stage and the factual check should be conducted by the headteacher, Chair of Governors and, in the case of a VA school, the RE leader.
104. In the event that the inspector does not agree with the Critical Reader, the inspector should indicate in writing why the suggested changes should not be made. The drafts, PIP and the inspector's letter should then be sent to a second Critical Reader for a second opinion. The Education Office and (if the Critical

Reader is *not* a diocesan officer) the Diocese should be informed at this stage that the final report will be delayed. It will be for the Diocese to judge if the school concerned should also be informed.

105. If the inspector does not accept the view of the second Critical Reader the draft reports, the PIP, the inspector's letter and all associated email correspondence should be sent to the School Character and SIAMS Development Manager at the Education Office for review. Their judgment will be final.
106. If a Critical Reader is not satisfied that the evidence presented in the report fully supports the grade given they can request a change to the grades. If the inspector disagrees, or new evidence presented still does not support the grades given, the Critical Reader should call in the inspector's evidence base and inform the SIAMS manager of the Diocese concerned. The report should not be sent to the school for factual checking until it has been approved by the Critical Reader. If, after a review of the evidence base, agreement still cannot be reached the report should be sent to a second Critical Reader. If the situation persists the SIAMS manager should contact the School Character and SIAMS Development Manager at the Education Office to consider if a re-inspection is required. Only the Education Office can authorise a re-inspection.
107. Any disagreement between the inspector and the school over judgements of the inspection will initially be dealt with by the inspector and the school. If the school wishes to raise an appeal or a complaint the relevant policy must be followed (see Appendix J)
108. If the school thinks the inspection outcome is unfair or does not accurately reflect the school, it should follow the appeals policy. An appeal is a request from the school that the inspection outcome should be reviewed because it is believed that an injustice has occurred. (See Appendix J)
109. If the school is unhappy with the inspection experience because of the conduct of the inspector the school should follow the complaints policy. A complaint is a concern raised by the school regarding their dissatisfaction with the conduct or behaviour of the inspector. (See Appendix J)
110. In case of an appeal or complaint, inspectors must retain their evidence base for three months following the inspection. This includes all evidence gathered during the inspection including the PIP, Evidence Forms and any other notes including the schedules for feedback and draft report(s).
111. Once the school has accepted the report, the inspector should send it to the Diocese for publication. The Diocese should retain a copy and a PDF copy should be sent to the school and to the Education Office SIAMS Administrator ([peter.churchill@churchofengland.org](mailto:peter.churchill@churchofengland.org)) along with the claim form. This should happen within 15 working days of the inspection being conducted.
112. When the Diocese sends the report and claim form to the Education Office SIAMS Administrator, the subject line for the email should include the full name of the school the report is for. Please do not simply put 'SIAMS'.
113. If the school is a joint Church of England/Methodist school, the report and claim form is usually managed by the Church of England diocese. If it is a Methodist school, the Methodist Church will manage the report and claim form.

## 14. Ongoing Training

114. A distinctive feature of SIAMS is that the inspector operates as a solo inspector. Once the training is complete, there are rarely opportunities to observe the good practice of colleagues. There is an expectation that inspectors will constantly reflect on their own skills and seek support or opportunities to develop their own knowledge in areas where they feel less secure.

### National Compulsory Ongoing Training

115. All inspectors must attend annual ongoing training as set out by the Education Office.
116. The theme for the national ongoing training is determined by the Education Office and the training materials are produced and provided by the Education Office, but the training is delivered regionally. A team of trainers reflecting the diocesan regions are invited to attend the 'train the trainers' day in September each year to prepare to deliver the training in their regions.
117. SIAMS managers/administrators should plan their training day to take place in the autumn term. The Education Office charges a fee per attendee for the training materials- SIAMS managers/administrators will be informed of the fee amount and this must be included in the costing for the training.
118. The Education Office will ask dioceses for the details of their training day (dates/course leader/venue/booking details). These details will then be displayed on the Church of England website to allow inspectors to find their local course. Inspectors do not have to attend in their home diocese, but rather can attend which ever training date/venue works best for them.
119. The trainer must take an attendance list at the training and this list must be sent to the Education Office so that the Diocese which organised the training can be invoiced for the training materials based on the number of inspectors who attended.
120. It is vital that this attendance list is taken as it is the record of which inspectors have attended the ongoing training. The Education Office uses this list to mark off which inspectors have attended the training. When all the training has been delivered in the dioceses, the Education Office organises a 'mop-up' training to which all inspectors who have not yet received training will be invited. Any inspectors who fail to attend the on-going training will be de-registered.

### Local Diocesan Ongoing training

121. Inspectors are also expected to attend at least one local training day for inspectors organised and delivered by the dioceses. Dioceses must inform inspectors when these training days are available.
122. Inspectors are expected to keep a record of all their training on the Inspector Record Form template (available on the Church of England Education webpages).

### Refresher Training

123. It is planned that from September 2018 inspectors will be expected to attend refresher training every five years as part of the condition for issuing a new inspector badge.

## Appendix A

### The Protocol for section 5 and section 48 inspections

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#### THE INSPECTION OF PUBLICLY FUNDED SCHOOLS WITH A RELIGIOUS CHARACTER IN ENGLAND (THOSE SCHOOLS SUBJECT TO INSPECTION UNDER BOTH SECTIONS 5 AND 48 OF THE EDUCATION ACT 2005)<sup>3</sup>

### PROTOCOL FOR INSPECTORS AND INSPECTORATES

#### 1.1 Background

1. Maintained schools and academies are subject to inspection by Ofsted under section 5 of the Education Act 2005 (“a section 5 inspection”). In schools designated as having a religious character, the remit of this inspection is limited in certain respects, as these schools are also subject to a religious or denominational inspection under section 48 of the same Act (“a section 48 inspection”).
2. Section 5 and 48 inspections together constitute the complete inspection regime in schools with a religious character. This complementary regime is the latest manifestation of the settlement between the State and the churches and other religious bodies in the nineteenth century. In particular, the settlement is set out in correspondence in 1847 providing that the State’s inspectors would “examine and report upon the secular instruction only” while it would rely on the declaration of the appropriate ecclesiastical authority that the religious elements were satisfactory. Accordingly, both inspection frameworks are entitled to parity of esteem.
3. Ofsted has no statutory remit in respect of section 48 inspections. This protocol is designed to clarify the manner in which section 5 and section 48 inspections relate to each other, to assist the overall delivery of a complete and competent picture of each school with a religious character.
4. In this protocol, unless the context requires otherwise, “school” includes all maintained schools and academies (including free schools) with a religious character, and “governing body” includes the board of directors of an academy trust company. The “appropriate religious authority” means the body specified in relation to the school in the Education (School Inspection) (England) Regulations (2005) No 2038.

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<sup>3</sup> From 2016 Catholic dioceses will carry out non-statutory denominational inspections in Catholic sixth form colleges in a similar way to s.48 inspections of schools. This protocol will be observed with respect to the relationship between those diocesan inspections and Ofsted inspections of catholic sixth form colleges under the Common inspection framework 2015 and part 8 of the Education and Inspections Act 2006 *mutatis mutandis*.

5. This protocol governs the relationship between Ofsted and the appropriate religious authority and/or its inspectorate for religious education. It serves to ensure that:
  - a. appropriate arrangements are in place for the independent scheduling of section 48 inspections;
  - b. the scope and remit of the respective parties and the relationships between them are clearly defined and understood;
  - c. if section 5 and section 48 inspections occur simultaneously, inspectors co-operate while remaining within the statutory requirements of each inspection, including the provision of separate reports; and
  - d. there is a good working relationship between Ofsted and the appropriate religious authority that is signatory to this protocol.
  
6. This version of the protocol is between Ofsted and the Church Of England Education Office (National Society) .

## 1.2 The Legal Framework

7. Schools have a religious character if they are designated by the Secretary of State under section 69(3) of the School Standards and Framework Act 1998. In these schools, section 5(7) of the Education Act 2005 provides that denominational religious education and the content of collective worship may not be inspected under section 5, but are to be inspected under section 48. The funding agreements of academies (including free schools) provide that denominational religious education and the content of collective worship are to be inspected under section 48 in the same way as maintained schools. These inspections have the same character and status as section 48 inspections.
8. Section 5 inspections must therefore not extend to a judgment of, nor may section inspectors comment on, denominational education or the content of collective worship and assemblies.
9. The governing body of a school (or foundation governors in the case of a voluntary controlled school) is responsible, after consultation with the appropriate religious authority, for setting up the section 48 inspection and for appointing that inspector.
10. Section 5 inspections are generally carried out by a team, one member of which is designated the lead inspector. This designated lead inspector may be one of Her Majesty's Inspectors (HMI). Section 48 inspections are generally carried out by one or two inspectors, approved by the appropriate authority. Where an inspection is carried out by a single inspector, the term "lead inspector" is used to describe this inspector in this protocol.

### **1.3 Scheduling the section 48 inspection**

11. Section 48 inspections and section 5 inspections are scheduled separately and independently from each other. Each prescribed inspection authority is able to determine the timing of these inspections as long as they occur within the statutory timescales (which, in the case of section 48 inspections, is within 5 years of the end of the school year in which the school was last inspected).
12. A separate arrangement with the DfE allows for a grant to be made payable in accordance with the DfE policy requirements for section 48 inspection.
13. No school is exempt from section 48 inspection, which must always occur within five years of the end of the school year in which the school last received a section 48 inspection.<sup>4</sup>
14. Ofsted will inform the appropriate religious authority and the signatory organisations to this protocol of the names of relevant schools designated as having a religious character to be inspected on the day the school itself is informed.

### **1.4 The scope and remit of each inspectorate and the relationship between them**

15. It is the duty of a section 5 inspector, acting on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills, to inspect and report on the quality of education and in particular :
  - (a) the achievement of pupils at the school;
  - (b) the quality of teaching in the school;
  - (c) the quality of the leadership in and management of the school;
  - (d) the behaviour and safety of pupils at the school.

In reporting on these areas, inspectors must consider—

- (a) the spiritual, moral, social and cultural development of pupils at the school;
- (b) the extent to which the education provided at the school meets the needs of the range of pupils at the school, and in particular the needs of—
  - (i) pupils who have a disability for the purposes of the Equality Act 2010, and
  - (ii) pupils who have special educational needs.”

In a section 5 inspection these are incorporated in the judgements on:

- effectiveness of leadership and management

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<sup>4</sup> The Education (School Inspection) (England) (Amendment) Regulations 2009



- quality of teaching, learning and assessment
- personal development, behaviour and welfare
- outcomes for pupils.

Each of these areas receives a formal graded judgement which contributes to the overall effectiveness judgement on the school.

16. An inspection under section 5 must not extend to:
  - a. denominational education, or
  - b. the content of collective worship
17. Denominational education, including any judgment on teaching, learning and assessment and the content of collective worship, are to be inspected by the section 48 inspector alone.
18. Although a section 5 inspector cannot make a judgment on denominational education or the content of collective worship, a section 5 inspector may visit religious education lessons and acts of collective worship to help them to arrive at a whole-school judgement about:
  - a. spiritual, moral, social and cultural education;
  - b. behaviour for learning; and
  - c. pupils' welfare.<sup>5</sup>
19. Section 48 inspection reports shall not be subject to scrutiny by Ofsted for the purposes of quality assurance, and section 5 inspection reports shall not be subject to scrutiny by section 48 inspectors or the appropriate religious authority for the purposes of quality assurance.
20. The work under section 48 of the Education Act 2005 of any section 48 inspector who also inspects under section 5 shall not be admissible in support of her or his performance management by Ofsted.
21. The existence of a section 48 inspection report on a school shall be acknowledged in the *Information about the school* section of a section 5 inspection report.
22. The failure of the governing body of a school with a religious character to arrange a section 48 inspection within the prescribed period can be considered as part of the evidence for a section 5 inspection in relation to the assessment of leadership and management. Section 5 inspectors are required to consider the effectiveness of governors in discharging their core statutory functions.
23. Representatives of the appropriate religious authority are entitled to attend the final feedback meeting given by the lead inspector to the senior management and those responsible for the governance of the school.

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<sup>5</sup> School inspection handbook – August 2016- Annex

## **1.5 Relationship between inspectors during concurrent inspections**

24. If the independent scheduling of the section 48 inspection results in the section 5 and section 48 inspections being scheduled to occur on one or more of the same days, then it will be permissible for both inspections to happen simultaneously.
25. Where inspections take place concurrently, each lead inspector will, if requested, make available to the other lead inspector their evaluation schedule and any supporting guidance.
26. Section 5 and section 48 inspectors should jointly take steps to avoid over-inspection of particular teachers and to minimise the burden on the school.
27. In the case of concurrent inspections, to support their understanding of the school and its standards and provision, section 5 and section 48 inspectors may discuss, within the terms of the Ofsted Code of Conduct for inspectors, inspection evidence and emerging judgements, providing that no inspector from either inspection shall seek to take part in decisions or influence judgements made by inspectors from the other.
28. Where inspections occur concurrently, feedback on both inspections may take place at the same meeting, with the agreement of those receiving feedback, and provided that the feedback and subsequent discussion are conducted under the terms of the Ofsted Code of Conduct for inspectors. The timing of the feedback should be agreed beforehand by the inspection teams and the school's leadership.
29. In cases where the inspections take place within the same term, the lead inspector on the later inspection should inform him or herself of any key issues raised at the earlier inspection but should not use its evidence in their own inspection.

## **1.6 Relationship between Ofsted and the signatory**

30. Ofsted and the signatory to this protocol will:
  - a. consult each other on drafts of any documents that will affect schools with a religious character;
  - b. hold meetings with each other on a regular basis, in proportion to the number of section 48 inspections covered by this protocol
  - c. respond in a timely manner to any concerns raised by the other in relation to inspection;
  - d. at all times work collaboratively and in a spirit of partnership for the common good of the education system as a whole.
31. This protocol will be subject to collective review and amendment by Ofsted and other signatories from time to time.

### **Relevant parties to this agreement**

Church of England National Society – representing diocesan authorities

Catholic Education Service – representing diocesan authorities

Pikuach – representing the Board of Deputies of British Jews

The Methodist Church

The Association of Muslim Schools

The Network of Sikh Organisations

## Appendix B

### Code of Practice for SIAMS Inspectors

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*This document sets out the Church of England Education Office's standards for SIAMS inspectors and its expectations for professional and personal conduct. All SIAMS inspectors must follow this code of practice.*

*This code may be used at any time by the Church of England Education Office or the relevant Diocese to monitor or evaluate the conduct of inspectors. It may also be used by schools to raise a complaint or report on the conduct of inspectors.*

#### General

Inspectors must:

1. Adhere to the standards set out in this document.
2. Have a thorough knowledge of the current SIAMS Evaluation Schedule.
3. Be familiar with and comply with Church of England Education Office and Diocesan protocols, policies and guidance.
4. Do nothing to bring the reputation of the Church of England Education Office, the Statutory Inspection of Anglican and Methodist Schools (SIAMS) or the relevant Diocese into disrepute.
5. Carry out inspections and conduct themselves in a professional manner, demonstrating integrity, objectivity, courtesy, sensitivity and clarity.

#### Safeguarding

6. All inspectors must ensure they follow best practice for safeguarding children and are familiar with any updates from their Diocese, the Church of England Education Office and the Department for Education.
7. Inspectors must:
  - a. Ensure that their DBS check and insurance cover is current.
  - b. Show Church of England Education Office SIAMS Inspector ID badge on arrival at the school and wear at all times.
  - c. Be familiar with procedures for raising a child protection concern both within the school and through the Diocese and, if necessary, follow them during the inspection.
  - d. Not take any photographs of children during inspections.
  - e. Follow any safeguarding policies the school has in place (for example, a school may have a no phone rule for staff).

#### Conflict of Interest

8. Inspectors must not inspect a school where there may be a conflict of interest due to a prior connection between the inspector and the school.
9. A conflict of interest exists where an inspector:
  - a. has been employed at the school in the ten years prior to the inspection
  - b. is a close relative of a pupil or member of staff
  - c. has been a governor of the school in the preceding five years
  - d. has provided significant consultancy, advisory work or training in the school
  - e. has previously inspected the school in any capacity.

10. Some dioceses have systems for inspectors to register any potential conflicts of interest with diocesan schools. Where this is not the case, inspectors should inform the Diocese of any conflict of interest as soon as the name of the school to be inspected is known. It is, therefore, important that the Diocese informs the inspector of the name of the school before the inspection is triggered with the school.
11. Inspectors must not actively seek or promote services that are to their own personal or financial benefit as a direct result of the inspection.

### **Professional Courtesy**

Inspectors must:

12. Respect the frameworks for SIAMS and Ofsted by not expressing personal opinions on their content or organisation.
13. Refrain from commenting on the work of the DfE or the appropriate local authority, academy chain or multi-academy trust.
14. Refrain from making any comments (positive or negative) on the work of other professional colleagues, including the previous inspector.
15. Avoid promoting or expressing personal opinions about a particular methodology or commercial materials adopted by the school.
16. Avoid engaging with the media on inspection issues. Refer any enquiries to the Church of England Education Office or the relevant Diocese.
17. Maintain positive and courteous working relationships with all members of the school community, including relating to pupils in a respectful and appropriate manner.
18. Use courteous and professional language at all times, including in emails.

### **Respecting Confidentiality**

Inspectors must:

19. Respect confidentiality of performance data and information about vulnerable pupils. Any document containing pupils' names must remain in the school.
20. Decline to accept any information or opinions in confidence because this may compromise the safety of individuals or the outcomes of the inspection. The inspector should explain that this is not possible but, if necessary, it will be shared only with people who are appropriate because of their roles. If information is subsequently shared, it should be recorded but also highlighted as given in confidence on evidence forms.
21. Keep the outcomes of the inspection confidential to the school and appropriate diocesan officers until the report is published.
22. Ensure that emails about the inspection are not accessible to others.

### **Respecting Protocols**

Inspectors must:

23. Give due priority to diary time for preparing the Pre-inspection Plan (PIP) and producing the final inspection report in order to meet Church of England Education Office and diocesan timescales.
24. Arrange to gather on-site evidence and provide summary feedback to senior leaders between 8am and 6pm.
25. Turn off mobile phones or switch to silent mode during the inspection. Inspectors should not conduct

business unrelated to the inspection during the day.

26. Keep inspection evidence bases for a minimum of 3 months. After this time they should be destroyed by a secure method e.g. shredding.
27. Check the education pages on the Church of England website regularly. Whilst the Church of England Education Office and diocesan staff do their best to circulate updates, it is the responsibility of inspectors to keep their documentation up to date.
28. Once registered, inform the Church of England Education Office and relevant dioceses if contact details change.
29. Attend a minimum of one day of national on-going training and one day of local diocesan training annually.
30. Maintain a record of inspections and training undertaken- this will be required by the Church of England Education Office when badge renewal is requested.
31. Conduct at least three inspections per academic year unless prevented by medical needs or special circumstances that have been discussed with the relevant Diocese.
32. Inform the Church of England Education Office when they stop inspecting due to retirement etc.

## Appendix C

### Dispensation Policy for the Three Inspections Per Year Rule

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#### Rationale

The policy was introduced to ensure higher quality inspection practice and to reflect the growing professionalism expected of SIAMS inspectors. It is the view of the Church of England Education Office that for an inspector to maintain a sufficient degree of judgement and engagement in SIAMS practice, as well as attending the annual ongoing inspector training, they should all carry out at least three inspections in an academic year. This is below the expectation of Ofsted. This policy was announced in the Inspector Handbook (May 2015), with the intention that it be applied from September 2016. Following requests from dioceses and to enable greater flexibility we have decided to change this to three inspections per academic year.

#### Policy

The Education Office recognises that there may be occasions when an inspector may not be able to undertake three inspections in an academic year. If this is the case the following process should be followed.

1. As soon as the inspector realises that they may not be able to undertake three inspections in a given year they should make the Education Office aware by emailing [peter.churchill@churchofengland.org](mailto:peter.churchill@churchofengland.org)
2. If the inspector wishes to carry on as an inspector they must contact the diocese they most regularly inspect for to see if the diocese is willing to support their continued work as an inspector.
3. The SIAMS Manager of the Diocese must then send an email to the School Character and SIAMS Development Manager ([derek.holloway@churchofengland.org](mailto:derek.holloway@churchofengland.org)) giving the reason why the inspector has been unable to complete three inspections in any given year, stating that they are willing for the inspector to carry on and outlining how they will support the inspector in managing their skills i.e. arranging a shadow inspection.
4. The School Character and SIAMS Development Manager will then consider the application for a dispensation to allow the inspector to stay on the roll. Their decision will be final.

Possible grounds for dispensation:

- Short term ill health (i.e. a broken leg/hip operation) that resulted in time off work.
- Secondment to a related educational role which results in a conflict of interest with a SIAMS inspector's role.

The following would not be considered strong enough reasons:

- Refusal of headteacher or governors to release the inspector to do three inspections a year.
- Diary of the inspector too full with other work or church responsibilities to accommodate three inspections per year.

Notes:

*If the inspector's third inspection of the year is deferred or postponed at the last moment then, so long as the inspection is carried out within the first half term of the next academic year, this will still count as a third inspection for this purpose. An inspector will not be allowed dispensation for more than one year.*

## Appendix D

### DBS Guidance

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*The Church of England in partnership with the Methodist Church identifies the safeguarding and protection of children, young people and all adults among its Safeguarding Principles. All those who work with or have significant contact with children are in positions of trust. This document sets out the expectations of those involved in the Statutory Inspection of Anglican and Methodist Schools (SIAMS) to safeguard children and young people.*

The Church of England Education Office requires that all SIAMS inspectors hold a current **full and enhanced** certificate provided by the Disclosure and Barring Services (DBS). Guidance from Ofsted and the Department for Education states: ‘Staff such as educational psychologists, supply teachers, trainee teachers, nurses, sports coaches and **inspectors** are DBS checked by their ‘providing’ organisation i.e. the supply agency, the university, PCT, LA, etc. As the body (jointly with a school’s governing body) responsible for selecting an inspector, the Diocese must ensure that the DBS check is complete.

Written confirmation that the Diocese has carried out the check should be sent to the school. This can be in the form of a letter confirming that all inspectors will carry an Education Office photo ID badge that confirms their DBS status, or as a statement on the Diocese’s website. All inspectors must display their ID badge throughout the inspection.

The Church of England Education Office is unable to confirm the DBS status of any inspector not registered with the Education Office. Payment to unregistered inspectors must be sought directly from the Department for Education by the Diocese.

#### 1. Renewal

The Church of England policy<sup>6</sup> on the renewal of DBS checks is currently for all checks to be renewed after **five** years. For the purpose of SIAMS, the Church of England Education Office guidance is for dioceses to follow this policy when selecting a fit and proper person to conduct an inspection.

There is no official expiry date for a criminal record check issued by the DBS. Any information on a certificate is only accurate at the time of issue and it is for this reason the Church of England Education Office requires a new criminal record check. It is the individual responsibility of inspectors to ensure that their check is renewed by the five year deadline. However, the diocese must have systems in place to monitor the criminal record checks and identify when the deadline is pending.

DBS guidance recommends that organisations may keep a record of the following details of the certificate:

1. Date of issue
2. Name of the subject
3. The unique reference number of the certificate

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<sup>6</sup> Practice Guidance: Safer Recruitment (July 2016) [https://www.churchofengland.org/media/2552006/safer\\_recruitment\\_practice\\_guidance\\_2016.pdf](https://www.churchofengland.org/media/2552006/safer_recruitment_practice_guidance_2016.pdf)



4. Type of certificate issued (e.g. fully enhanced)
5. Position for which the certificate is requested

A record of the first three details must be forwarded to the Education Office SIAMS Administrator ([peter.churchill@churchofengland.org](mailto:peter.churchill@churchofengland.org)).

## 2. Trainee Inspectors

Trainees participating in the new inspector training programme are required to undertake a shadow and sign-off inspection and will need to have a full and enhanced DBS to do this. Trainees are asked to make sure they have up to date DBS clearance that will last the duration of the course. Trainees will be asked to provide their DBS number and date of issue on the first day of the new inspector training course in order to ensure that all trainees can complete the shadow and sign off inspection. The Diocese must also retain a copy of these details for its own records.

## 3. Portability

Portability is defined as the 're-use of a DBS check, obtained for a position in one organisation and later used for another position in another organisation.' Guidance from the Disclosure and Barring Service states that agencies are free to use checks that have been undertaken by other companies. Schools are now permitted to accept a DBS certificate obtained from a previous post into a new school or authority as long as the applicant has had no break in service longer than three months and the check is at the right level (in this case fully enhanced). Given this advice Dioceses may decide (based on their own risk assessment) whether or not to accept the DBS check an inspector has obtained while working with another diocese. In that circumstance dioceses must ensure that they have a full record of all the details listed above. This also applies to serving school staff who undertake SIAMS inspections on behalf of dioceses.

## 4. Managing Allegations

All allegations against a SIAMS inspector must be reported to the diocesan safeguarding children adviser who will then liaise with the Local Authority Designated Officer (LADO). The LADO may arrange for an investigation by the statutory authorities which may be in conjunction with a disciplinary investigation by the school and diocese. The LADO will work under the procedures of the local safeguarding children board (LSCB), which should be consulted.

Reporting to the LADO does not remove responsibility from the employer to take disciplinary action if appropriate. The LADO may convene one or more strategy meetings to plan the investigation; a suitable representative of the school and the diocesan safeguarding children adviser should attend. All relevant information should be shared with those who have a legitimate need to know in the Church and with the statutory agencies. Confidentiality should be maintained outside this group.

The fact that a person tenders his or her resignation, or ceases to provide their services, must not prevent an allegation being followed up.

Dioceses must issue guidance to inspectors about what to do in the event that a child or young person discloses information to an inspector while they are undertaking their duties.

Where there is any confusion about whose responsibility it is to undertake a safeguarding action arising from a situation in the school, it is the school's responsibility to clarify this with the local authority and the Diocese.

## Appendix E

### Inspection Funding Guidance

#### Church of England Education Office / Department for Education (DfE) Funding Agreement

- As is the case with all faith bodies who carry out S48 inspections, prior to the start of each academic year, the Church of England Education Office is required to sign a Funding Agreement with the DfE. This sets out the expected level of funding for that year, and the control and monitoring processes the DfE require in order for the Grant for S48 inspections to be paid.

#### Grant

- The Education Office collates the schedules of inspections received from dioceses and checks them against the scheduling criteria. The collated schedule is then costed, based on the fee table below:

£450	All VC Schools Sponsored/Converter Academies which were previously VC Schools
£550	All VA Primary age schools Sponsored/Converter Academies which were previously VA Primary Schools Free Schools
£1000	All VA Secondary age schools Sponsored/Converter Academies which were previously VA Secondary Schools

- For Free Schools it is important to check their funding agreements. If RE is to be inspected they will count as VA schools; if not they will count as VC schools on the basis of the table above.
  - For SIAMS funding purposes 'All through schools' count as one school regardless of the number of key stages they cover. If the school or academy is deemed a VA school then £1000 will be the fee if key stages 3, 4 or 5 are involved. If the school is deemed a VC school or academy the fee will be £450 regardless of the number of key stages covered.
  - It is always possible to include an inspection of Religious Education into a VC school or academy inspection. The extra fee, however, should be paid to the inspector directly by the school or Diocese. A letter requesting this should be sought from the school or academy concerned.
- An administration fee of £25 per inspection is added, making up the total grant claim.
  - It should be noted that the inspection and administration fees above are seen by the DfE as a contribution towards the cost of S48 inspections, not a grant intended to pay the total cost incurred by the Dioceses and the Education Office. In discussions with the DfE about the possibility of increasing these amounts, it has been stated clearly that funding is limited, and there is no possibility of the DfE contribution being increased. DfE has further stated that if the Dioceses or the Education Office wish to increase the fee paid to inspectors, they will have to cover the increase themselves.

#### Inspector Registration and Insurance

- The registration fee for SIAMS inspectors is £22.50. This covers the cost of issuing and maintaining inspector badges and maintaining registration records.

6. It should be noted that insurance is the responsibility of the inspector, and under NCI procurement rules the Education Office cannot recommend, or negotiate with, insurance providers on their behalf.

### **Inspection and Administration Fees**

7. The Inspection fee specified in the above table is paid in full to the inspector on receipt of the report and claim form from the Diocese. The Education Office will not pay for reports that are not consistent with the Evaluation Schedule in force at the time.
8. The Administration Fee of £25 per inspection is intended by the DfE to be a contribution towards the cost to both the Dioceses and the Education Office of administering SIAMS as a whole.
9. The Administration Fee is collated by the Education Office throughout the academic year, and shared out between the dioceses and the Education Office in November each year. The payment is made in November because reports for inspections in the summer term are often still being submitted to the Education Office in September and October.
10. The Dioceses receive 70% (or £17.50) of the Administration Fee. The payment each diocese receives is calculated from the number of inspection fees paid for that diocese in the Academic year, x £17.50.
11. The Education Office retains 30% (or £7.50) of the Administration Fee.
12. The Education Office is aware that the Administration Fee does not cover all the costs incurred by either the dioceses or the Education Office in administering SIAMS. For example, as published in each of the last three Annual Report and Accounts, the Education Office has had to cover its overheads on \$48 over and above the amount it receives from the Administration fee by an average amount of £35,792 per annum.

## Appendix F

### SIAMS Inspection Skills

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#### Analyse evidence and identify lines of enquiry

- Select evidence relevant to criteria
- Interpret information and data accurately
- Identify what is crucial to verify the school's self-evaluation

#### Follow evidence trails

- Set up strategies to test out assertions
- Produce written records that can withstand scrutiny within a required timescale
- Engage in diagnostic dialogue with the school

#### Make secure judgments

- Use criteria reliably and consistently
- Weigh up evidence and make sound judgments
- Diagnose the reasons behind the outcomes

#### Communicate clearly both orally and in writing

- Provide developmental and formal feedback clearly and with sensitivity
- Have a strong command of English in conveying unambiguous messages to a variety of audiences
- Explain and illustrate judgments convincingly

#### Behave in a professional manner

- Have an up to date, working knowledge of SIAMS inspection documents, and national and diocesan procedures
- Behave professionally in line with the SIAMS Code of Practice
- Be competent in the use of information technology, particularly in the use of standard word-processing packages

## Appendix G

### SIAMS Templates

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The Church of England Education Office has produced many template documents to be used by inspectors during SIAMS inspections.

All of these documents are shared during new inspector training. Dioceses should also distribute them and they are also available directly from the Education Office.

Many are also available on the Church of England Education webpages so please check the SIAMS resources page before contacting the diocese or the Education Office.

#### The following templates **must** be used by inspectors:

- Initial Phone Call Template
- Pre-inspection Plan (PIP)
- Evidence Form (EF)
- Final Feedback Form
- Report Template
- Inspector Claim Form
- Inspector Registration Form
- Inspector Record Form

#### The following templates are also available for inspectors to use:

- Pre-inspection Analysis

#### The following guidance documents must be followed by inspectors, critical readers and dioceses:

- SIAMS Handbook
- Deferral Policy
- Appeals and Complaints Policy
- Code of Practice for SIAMS Inspectors
- SIAMS House Style
- Timetable Guidance
- Preparing the Inspection Checklist
- Inspection Day Checklist
- Checklist for Report Writing

## Appendix H

### SIAMS House Style

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#### Introduction

This guidance is intended to provide consistency in writing SIAMS documents, in particular reports and pre-inspection briefings. Inspectors should use it in conjunction with the checklist for report writing and the checklist for preparing an inspection. Critical readers will implement this guidance in checking reports.

The use of punctuation evolves in the same way as language does. Consequently, there are occasions where it is difficult to make precise rules and what applies for American English may be different in Britain, for example, the style of quotation marks. Many myths exist about grammar but these 'rules' can be broken when it helps the sentence to flow better. A good test of this is to read it aloud. It is occasionally acceptable to begin a sentence with 'however' or 'because'; to repeat words in a sentence; to split infinitives and to end with a preposition.

The notes that follow make it clear what must be followed and what should be avoided. It points out where alternative approaches may both be acceptable. In these cases, decisions should be made on the basis of what is most helpful to the reader in understanding the key message of the text.

#### Abbreviations

1. Keep abbreviations to a minimum especially where the document is for an external audience.
2. Write religious education (RE) on the first mention and use abbreviation from then on, similarly for SMSC, SLT, DBE and MAT. Exceptions to this are SIAMS, GCSE, A level, BTEC and UK where the abbreviation can always be used.
3. Abbreviations should normally be avoided in main titles. However, in the context of this document, 'SIAMS' is acceptable. Where the writing is for a public audience such as the inspection report, 'SIAMS' should be written in full on the front page.
4. Write 'Key Stage 2' and 'Year 6' in full with capital letters and numerals.
5. Do not use full stops between the letters.
6. Do not use the abbreviations 'eg' 'ie' 'etc'. Write these in full as 'for example', 'that is' and 'so on'.

#### Addresses and telephone numbers

7. Postal addresses should be left aligned and should have no punctuation at the end of each line.
8. When writing website addresses, you do not have to include 'http://' if the address starts with 'www'.
9. When writing telephone numbers, use spaces between the city, local exchange and individual number.

These are examples of different formats:

- 020 7897 1490
- 01142 500 600
- 07765 432 001

## Apostrophes

10. Apostrophes often cause difficulty so here is an easy guide.

- A. Are you trying to indicate **possession** or ownership? → If yes, **use an apostrophe and place it before the 's'**.

For example, write 'the school's Christian vision', 'the teacher's questions' when you are referring to a single school and a single teacher.

Is the noun **plural**? → if yes, just **add** an apostrophe after the 's'.

For example; write 'pupils' books', 'teachers' questioning' when you are referring to more than one pupil and more than one teacher.

Does the plural **end in 's', 'x' or 'z'**? → if yes, you **can choose** just to add an apostrophe, for example, 'Jesus' teaching'.

- B. Are you leaving out a few letters? (**omission**) → if yes, **use** an apostrophe where the letters are missing. However, in a formal document it is always better to write the words in full. For example, 'shouldn't' (meaning 'should not') and 'don't' (meaning 'do not').

**its/it's** is the tricky one because it involves an exception to the rule.

Are you writing about 'it is' or 'it has'? → If yes, **use** an apostrophe as in other omissions.

Are you writing about possession? → If yes, **do not** use an apostrophe. This is different to all other instances of possession. (see A above).

For example:

'The school regularly reviews documents so its policies reflect its Christian vision.'

'It's been a feature of strong governance since the last inspection.'

If you are unsure, try substituting 'it's' with 'it is/has'. If it works, keep the apostrophe.

- C. Are you trying to indicate **duration of time**? → If yes, **use** an apostrophe, for example, 'in a year's time', 'in a month's time'.
- D. Are you writing a **plural** noun or abbreviation? → If yes, **do not** use an apostrophe, for example: 'headteachers' 'HTs' 'critical readers' 'CRs'.  
Note that this is different to indicating possession of a plural noun (see A above)

Is the plural a single letter or number? → If yes, you **can choose** to use an apostrophe because it makes it easier to read. For example, 'How many t's in substituting?'

## Bullets

11. Bullets are useful for breaking up text and clarifying information. In the SIAMS pre-inspection briefing, they are used for the issues to explore and in the SIAMS report, they are used for the key findings and the areas to improve.

Each bullet point may consist of one or more complete sentences, or the points together may make up one continuous sentence introduced by a stem. You should not mix the two kinds in one sequence.

12. Use numbers only where you wish to indicate the priority of points. This may be the case for the areas to improve on the front page of the report. (This is not the same as numbering paragraphs through a whole document to aid reference.)

13. Do not use semi-colons or commas at the end of bullet points

### Capital letters

14. Keep use of capital letters to a minimum to make the text as easy as possible to read.

15. Do not use a string of capitals for titles (ASSESSMENT) or to emphasise words (IMPROVE) as they tend to 'shout' at the reader and are harder to read than lower case letters.

16. Use capital initials for:

- names of people, places and organisations (specific dioceses, circuits, districts, MATs, federations)
- names of faiths, denominations and sacred books. (Christian, Bible, Lord's Prayer, Church of England, Methodist Church, Muslims, Buddhism)
- 'Black' and 'White' when they refer to ethnic groups
- 'Gypsy', 'Roma' and 'Traveller'
- very specific job titles where only one post exists (Archbishop of Canterbury, Chief Education Officer, Diocesan Director of Education)
- names of school years (Reception Year, Year 4, Sixth Form) See paragraph 54 for use of numerals.
- names of schemes, programmes, reports and projects (Diocesan Aspiring Headteacher Programme, Teach First, Transforming Lives, Making a Difference)
- the first word only of titles and sub-headings (Areas to improve, Issues to explore)

17. Do not use capitals for:

- job titles (vicar, minister, chair of governors, headteacher, circuit superintendent, foundation governors) unless they follow the name of the person (Muriel Wilson, Executive Headteacher)
- types of schools (schools, academies, nurseries, voluntary controlled, voluntary aided, endowed, multi-academy trusts, diocese – unless referring to a specific one)
- church, chapel, synagogue, mosque in local context unless it is preceded by the specific name of the place of worship
- curriculum subjects and areas (religious education, collective worship, spiritual, moral, social and cultural development, maths, art) unless it is the name of a language

18. Use sentence case (only the first word and any proper nouns begin with a capital) for:

- headings
- titles of publications (except for newspapers and magazines).



## Colons and semi-colons

19. These can be effective but only if used occasionally and correctly. In inspection reports, where straightforward language is required, it may be better to start a new sentence.
20. Use a colon to introduce a list or lengthy quotation. Never follow a colon with a dash.
21. Do not use a colon when the second half of the sentence explains the first half. A sentence break is better.
22. Use a semi-colon to connect clauses that could stand as sentences on their own but are so closely related that they convey the meaning better as one sentence.
23. Use semi-colons to break up lists of complex items after a colon. This is helpful where the items contain commas as it makes it clear where they divide. For example:  
  
‘There are three areas where the school has raised the profile of pupil leaders to increase their impact on the community: delivering and monitoring tutor group worship; enterprise work with charity groups; and working in local care homes.’

## Commas

24. Use them after initial words and phrases such as ‘However,’ ‘In the last year,’ ‘Consequently,’
25. Use them both before and after a clause that adds a subsidiary point within a sentence and where it would still make complete sense without that clause. For example, ‘The chaplain, who has only just been appointed, is inspirational.’
26. Use commas before and after ‘for example’.
27. Do not use a comma before ‘and’ in a list unless it makes the meaning clearer. This may be where two elements are to be treated as one item (leadership and management) or to indicate that something is a separate entity in the list. For example, ‘Pupils take daily responsibility for leading music, prayers, Bible readings, and in evaluating worship.’

## Data

28. The word ‘data’ takes a singular verb (‘the data is...’ or ‘the data shows that...’)
29. Avoid referring to percentages of pupils without putting this in the context of all schools. Use phrases such as ‘above/below average’ or ‘higher/lower than most schools/similar schools’.
30. Be very cautious about using specific percentages or numbers of pupils in very small schools. Better to use words such as ‘all/most/very few/hardly any’.
31. Use the past tense to refer to ROL information and the present tense for current assessment information.

## Days and dates

32. The correct format is day, month, year. For example, 18 September 2016. Days and dates should not be abbreviated and ‘-th’, ‘-rd’, ‘-st’ should not be used.
33. Use ‘to’ to indicate date ranges, for example, ‘January to June 2015’. Use a forward slash to indicate an academic year, for example ‘2016/17’.

### Ellipsis

34. An ellipsis consists of three dots (...) and indicates where one or more words or sentences have been omitted. It should have no space before it and one space after it. A full stop is not needed.

### Emphasis

35. Use bold type only for emphasis but keep this to a minimum to be most effective. Do not use all capitals, underlining or italics for this purpose.

### Font

36. Gill sans MT pt I I for the main text of the inspection report and the pre-inspection plan. For other SIAMS documents see individual notes on the size of fonts.

37. Do not use italics for the names of documents or publications. Use single quotation marks and roman text instead.

### Full stops

38. Opinions vary about whether one or two spaces should be left after full stops. Both are acceptable. Consider carefully the needs of the reader and how the visual appearance aids clarity.

39. Do not use full stops in abbreviations (SIAMS, MAT) or contractions (Dr, Revd, St)

40. Only the headteacher and the inspector are named on the report. Use first name (or initials) and surname. No titles should be used, with the exception of 'Dr' 'Revd' and 'Canon'.

### Hyphens

41. Use hyphens for:

- words such as self-esteem, self-evaluation and whole-school improvement, multi-academy trust
- adverbs not ending in '-ly' such as 'well', 'little', for example, 'well-qualified staff'
- prefixes to avoid mispronunciation, for example: 'non-specialist', 'non-negotiable', 're-inspection'
- prefix followed by a proper name, a numeral or a date, for example: 'mid-June', 'pre-SIAMS', 'post-16'

42. When the noun comes first in a phrase, a hyphen is not usually needed, for example, 'the RE leader is well qualified'; 'the collective worship policy is up to date'.

### Inclusive language

43. Use language that promotes equal opportunities and social inclusion. Check that you are not inadvertently using terms that show bias or stereotyping.

44. When the writing refers to a person such as 'the inspector', it can be difficult to know whether the pronoun that follows should be 'his' or 'her'. It is becoming increasingly acceptable to use 'their' in spoken English but not in writing. The best solution is to use the plural form, for example, 'inspectors must record their evidence'. If the noun must be singular, use 'his or her'.

45. In accordance with the 'Special educational needs and disability code of practice' refer to 'pupils/children who have special educational needs and/or disabilities' (not disabled pupils). Use the acronym SEND (not DSEN).

46. If you refer to groups of people who are not heterosexual, use the collective term 'lesbian, gay and bisexual'. Avoid LGBT, especially in equalities questionnaires, as transgender is not a sexual orientation.
47. Use 'minority ethnic' as a collective term for ethnic groups that are minorities in Britain (not Black and minority ethnic).
48. Legislation often changes around terminology in this area. If you are writing about complex disabilities or groups who are not heterosexual, seek advice.

### Common mistakes in spelling

49. Use the '-ise' ending for words like 'realise' and 'organise'.
50. 'Practice' is a noun and 'practise' the verb form.
51. 'Advice' is a noun and 'advise' is the verb.
52. 'Discreet' meaning unobtrusive, confidential to avoid embarrassment. 'Discrete' meaning separate, distinct (as in a separate subject or curriculum units)

### Jargon / technical language

53. Remember your audience. Avoid specialist terms that may not be understood, for example: differentiation; toolkit; formative assessment; interregnum; ATI and AT2; SATs; learning from and about religion.

### Numbers

54. Use words for numbers up to nine and numerals from 10 upwards. The exception to this is writing school year groups where the numeral is used, for example, 'Year 6'.
55. Use the % sign rather than 'percentage'.

### Paragraph breaks

56. Avoid long sections of continuous prose, especially for the core questions of an inspection report. Consider where a paragraph break will help the reader and the clarity of the writing.

### Plain English

57. Write in a straightforward style. Simplicity helps clarity. The [Plain English Campaign](#) defines this as text 'written with the reader in mind and with the right tone of voice that is clear and concise.' It recommends 'to always check that your writing is helpful, human and polite.'
58. Vary the length of sentences. Aim for no more than 20 words and if a longer sentence is unavoidable, put a short one either side.
59. Prefer the active rather than the passive form of verbs (for example, 'pupils enjoy collective worship' instead of 'collective worship is enjoyed by pupils.')
60. Avoid using nouns when the verb form will do (nominalisation) so that the writing does not become heavy going. (For example, write 'governors evaluate collective worship' instead of 'the evaluation of collective worship is done by governors.')
61. Tackle just one idea in a sentence, perhaps with one other related point.

62. Write in the present tense, unless referring to a specific past event, as this gives a greater sense of immediacy to the report. (It also avoids too much emphasis on what was observed during the inspection and prompts inspectors to focus on what pupils experience over time.)

### **Pupils/students**

63. The term 'pupils' should be used in both primary and secondary school inspection reports. However, 'children' may be used for early years settings and 'students' for secondary phases if this is the school's practice.

### **References and footnotes**

64. The titles of books and reports should be in single quotation marks. Full publication details should be noted in a footnote.
65. Footnote numbers should appear at the end of each sentence to which they refer.

### **Quotation marks (speech marks)**

66. Guidance is widely available on speech marks but it varies depending on whether it is based on British English or American English practice. Consistency is more important than which is right or wrong.
67. The following notes should be followed for SIAMS inspection reports:
- Single quotation marks are used to mark the beginning and end of direct speech.
  - Double quotation marks are used for a quotation within a quotation.
  - If the quoted speech is a complete sentence or question, it must end with a full stop or question mark inside the final quotation mark. For example:

Members of staff agreed with a colleague who said, 'The fact that school is a church school is the most important facet of my professional life.'
  - If the quoted quotation is a word or phrase (not a complete sentence), place the full stop outside the final quotation mark.

Parents talked about how the school's emphasis on God is 'lived out day by day'.
  - If the quoted speech comes after the information about who is speaking, use a comma to introduce the speech, placed before the first quotation mark. Use a colon to introduce a longer quotation. For example:

A typical comment from pupils was: 'We learn about God and Jesus' acceptance of who we are no matter where we are from, what colour we are and what religion we are.'
  - If the direct speech is broken up by information about who is speaking, place a comma or a question mark to end the first piece of speech. For example:

'Worship sets me up for the day', said one member of staff, 'it's uplifting'.
  - When quoted speech is more than two lines, indent the text to display it more effectively.

### Singular or plural

68. Use a singular verb for corporate nouns such as 'team', 'family', 'SIAMS', 'governing body'.
69. Use a plural verb for 'staff', 'leadership and management' and 'a majority of pupils'.
70. Use plural verbs for expressions of proportion (for example, 'a majority of pupils'). As a guide to expressions of proportion, try omitting the noun and check if it still suggests the subject is plural.

### Time

71. Use the 12-hour system as it is easier to understand within text. The 24-hour form, however, looks better in a table or timetable.

### Acknowledgements

In compiling this guidance, account has been taken of:  
House Style for Report writing published by the Diocese of Southwark  
Guide to Ofsted's house style April 2016  
Oxford University Press' Guidance on grammar  
Plain English Campaign: [www.plainenglishcampaign.co.uk](http://www.plainenglishcampaign.co.uk)

## Appendix I

### Deferral Policy

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There may be rare cases when diocesan staff identify exceptional circumstances or particular concerns in a school that warrant consideration of a delayed inspection. In such cases it is expected that the school is inspected as soon as possible after the original date and no later than six working weeks.

The purpose of this document is to outline the procedure for requesting a deferred inspection in accordance with the protocol agreement between the Church of England Education Office and the Department for Education.

Dioceses have considerable discretion in the timing of inspections within scheduling protocols. When submitting their schedule for the year dioceses are advised to use local intelligence to avoid, where possible, dates which might require a deferral. This should also make it possible to predict and procure sufficient inspectors to cover the number of inspections the diocese has requested. Of course some situations cannot be predicted.

There are two ways of moving an inspection:

#### 1. Adjustments

An adjustment is moving an inspection from one term to another term in the same academic year.

This can be achieved with limited financial complication and should be the first consideration when a diocese has identified a need to move an inspection.

Please note that adjustments must be requested and approved by the SIAMS Manager of the Diocese when prompted by the Education Office SIAMS Administrator during the previous term. Failure to do so may result in funding being withdrawn.

**School A** is seeking an adjustment because there are concerns about the effectiveness of the Vicar. This is related to Parish issues rather than the school but it means that the Vicar is in dispute with some of the foundation governors. The school is open and the situation is not impacting the pupils in any significant way.

In this situation, there are no grounds for an adjustment or a deferral. The SIAMS inspection should take place as planned.

#### 2. Deferrals

A deferral means moving an inspection from one academic year to another. This is far more complicated and should be avoided where possible.

In the event that the Diocese does feel there is a case for an adjustment or a deferral, diocesan staff should first conduct a review to establish whether the concerns/issues identified are having such a profound impact that a SIAMS inspection would be unable to evaluate the school's Christian distinctiveness and effectiveness. If the inspection is scheduled within the first or second terms of an academic year consideration should be given to making an adjustment instead of a deferral.

Listed below are some examples of the type of things that might warrant an adjustment or a deferral:

1. The school has experienced a major incident, such as a fatal accident involving a member of staff or pupil.

2. The head teacher or a member of the school's senior leadership team is the subject of a current police investigation which would be compromised by an inspection of the school.
3. The school is closed to all pupils – for example, owing to adverse weather conditions – for at least half of the period for which the inspection has been scheduled.
4. At least three quarters of the pupils will not be at school – for example, owing to a school trip or a religious festival – for at least half of the period for which the inspection has been scheduled.
5. Other exceptional circumstances which, in the judgement of the Education Office, justify deferral or cancellation of the inspection as the named religious authority in the Section 48 Agreement with the DfE.

Once the Diocese is satisfied that they need to request an adjustment or a deferral they will need to make a request to the Education Office School Character and SIAMS Development Manager ([derek.holloway@churchofengland.org](mailto:derek.holloway@churchofengland.org)). It cannot be a unilateral decision by the Diocese or any of its officers. This request should be in the form of an email, so there is an evidence trail, from the SIAMS Manager or the Diocesan Director of Education with an explanation of the reasons relevant to the individual circumstances of the school which is the subject of the request.

**School B.** A member of the senior leadership team with two young children in the school was diagnosed with terminal cancer earlier this year. She is deteriorating fast and is now in a hospice with only a few weeks to live. The pupils are aware of the situation and have recently said their goodbyes when the teacher visited the school last week. The school and clergy are working hard to support the staff and pupils but many are emotionally exhausted.

Whilst in many ways this may show the school as a Christian community at its best, the extra strain and stress caused by a SIAMS inspection would not be helpful and so the inspection can be deferred or adjusted.

The School Character and SIAMS Development Manager will then make a decision on whether an individual school can have its inspection adjusted or deferred or not.

Applications to adjust or defer a planned inspection on the following grounds will not be accepted as pupils at the school are still receiving education:

- The head teacher is out of school
- The school has been judged to require improvement by Ofsted
- Difficult relations between the governing body and the senior leadership team
- The school wants more time to improve in order to secure the best judgement
- An imminent change of leadership
- The Diocese hasn't been able to secure enough inspectors
- The school is about to become an academy or join a MAT

On occasion it may happen that a SIAMS inspection is scheduled and an Ofsted team contact the school to inform them they will be inspecting on the same day or turn up to do a no notice inspection on the day of the SIAMS inspection. In such a situation it is possible for both inspections to take place concurrently, indeed there may be advantages to this. However, if the head teacher feels that the two inspections running concurrently will place too much pressure on the school staff, governors or pupils the SIAMS inspector must stand down. The Diocese in conjunction with the inspector will then arrange for the inspection to take place at the earliest date possible.

## Appendix J

### Appeals and Complaints Policy

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There are two types of concern that schools can raise at the end of an inspection or after the inspection has taken place:

1. If the school thinks the inspection outcome is unfair or does not accurately reflect the school, it should follow the **appeals policy**. An appeal is a request from the school that the inspection outcome should be reviewed because it is believed that an injustice has occurred.
2. If the school is unhappy with the inspection experience because of the conduct of the inspector the school should follow the **complaints policy**. A complaint is a concern raised by the school regarding their dissatisfaction with the conduct or behaviour of the inspector.

It is possible for schools to want to raise an appeal and a complaint with regards to the same inspection. If this is the case, the appeals process and issues connected with the report's outcomes should take precedence and be addressed first.

A complaint against an inspector will not affect the inspection outcome. If the school feels the inspection outcome was affected by the inspector's conduct the appeals policy should be followed and the concerns over conduct raised within that process.

No school raising an appeal or a complaint under these procedures, whether successfully or otherwise, will be treated less favourably than would have been the case had an appeal or complaint not been submitted.

The Church of England Education Office's Appeals and Complaints Policy does not apply to inspectors who are not accredited by the Education Office or to inspectors appointed by a governing body of a school without the explicit support of the Diocese concerned.

At the end of the SIAMS inspection the inspector will ask the school two questions:

**1. Does the school consider the outcomes to be fair and accurately reflect the school?**

If the school answers this question negatively the appeals policy should be followed by the school and the diocese. This investigation may result in a higher or a lower outcome for the school in one or more of the areas inspected.

**2. Does the school consider the inspection to have been conducted in a professional and appropriate manner? If not, it should contact the diocese within 10 working days from the date of the inspection.**

If the school replies 'no' to this questions, feel they cannot answer, or if they raise a concern with the Diocese within 10 working days from the date of the inspection regarding the inspector's conduct, the complaints policy should be followed by the school and the Diocese.



## Appeals Policy

At the end of the final feedback session the inspector will ask the school if they consider the outcomes to be fair and whether they think the outcomes accurately reflect the school. If the school answers 'no' to this question the school, the inspector and the diocese must take the following steps.

### Step One

The school can raise the issue with the inspector by answering 'no' to this question. The inspector may reconsider the evidence or consider any new evidence not already taken into account. If the concern is not resolved during the inspection day, the inspector should inform the Diocese that the school doesn't consider the outcomes to be fair and to accurately reflect the school.

### Step Two

If the school and the inspector cannot resolve the appeal during the inspection day the headteacher, on behalf of the governing body, must contact the Diocese. This can be done at any point between the inspection and accepting the report. The final opportunity to raise an appeal is when the report is sent to the school for the factual accuracy check. Appeals must be raised within 10 working days after receipt of the report from the inspector for the final accuracy check. The diocese must confirm receipt of the appeal within 5 working days.

The Diocese's lead officer for SIAMS should visit the school to discuss the school's concerns. The Diocese will seek to determine whether the report is fair and whether secure evidence supports judgements. The Diocese may decide to call in the inspector's evidence base for this purpose. The Diocese should alert the Education Office that the report is now subject to an appeal and that this may delay the publication.

The Diocese may ask the inspector to amend the report to reflect the further assessment of the evidence.

### Step Three

If the school remains dissatisfied with the findings and no agreement is reached the Diocese should ask an assessor, who should come from another diocese and who has had no connection with the school concerned, from a list held by the Education Office to consider the evidence base and the school's grounds for appeal. They will make a recommendation to the Diocese. The Diocese may ask the inspector to amend the report to reflect this assessment carried out by the assessor.

### Step Four

If the school remains dissatisfied following step three the Diocese must contact the School Character and SIAMS Development Manager at the Education Office (or such person that the Chief Education Officer shall appoint if the post is vacant or the post holder is absent for an extended period). The School Character and SIAMS Development Manager will review the inspection evidence and will either support the inspector's findings, ask the inspector to amend the report to reflect this further assessment, or render the inspection void and arrange for a re-inspection to take place. The decision of the School Character and SIAMS Development Manager will be final.

### There are three possible outcomes to an appeal:

1. The original findings of the inspection are upheld.
2. The original findings of the inspection are over-ruled and changed. (Please note that an appeal may result in either a higher or a lower outcome for the school in one or more of the areas inspected)

3. The Education Office deems that the school needs to be re-inspected. (Please note that only the Education Office can authorise a re-inspection)

### Complaints Policy

At the end of the final feedback session the inspector will ask the school if they consider the inspection to have been conducted in a professional and appropriate manner. The inspector will state that if the school is not happy with the conduct of the inspector they should contact the diocese within the next two weeks.

(nb even if the school answers 'yes' to this question the school has the right to raise a concern with the Diocese within 10 working days from the date of the inspection.)

### Step One

The school must contact the Diocese to raise their complaint by email, letter, or telephone. If the school initially raises the complaint through a telephone conversation the school must also put the complaint in writing and send/email this to the Diocese. The Diocese must confirm receipt of the complaint within 5 working days.

At this point the Diocese's lead officer for SIAMS must contact the inspector concerned and inform them of the situation. The inspector should be offered the support of a suitable person who can act as advocate for them and offer pastoral support if needed. The Diocese will be responsible for covering all costs connected with this support.

The Diocese's lead officer for SIAMS must note the complaint with reference to the *Code of Practice for SIAMS Inspectors* and gather any evidence necessary from both the school and the inspector. This might include, but is not limited to, interviews with school staff and other adults involved in the inspection, the inspector's evidence base and responses from the inspector concerned. The Diocese will then appoint an appropriate person to carry out an investigation into the complaint using this gathered evidence. The Diocese must cover the cost of the investigation.

(nb the appropriate person to carry out the investigation will normally be a diocesan officer, a consultant, or a diocesan HR officer).

### The diocesan investigation may:

- Dismiss the complaint
- Partially uphold the complaint
- Uphold the complaint

### Possible outcomes following a complaint investigated by the diocese:

1. The inspector may be issued with a written or verbal warning from the Diocese
2. The Diocese may decide that the inspector should be shadowed on their next inspection for the Diocese
3. The Diocese may decide to remove the inspector from its list of inspectors
4. The Diocese may decide that there is no case to answer or that the breach was trivial

(nb this list is not exhaustive- each complaint will be dealt with on a case by case basis and outcomes will vary).

If the Diocese considers the breach to be so serious that deregistration of the inspector should take place they must apply to the Education Office.

### **Step Two**

If the Diocese cannot reach a resolution to the situation they must contact the School Character and SIAMS Development Manager at the Church of England Education Office. The School Character and SIAMS Development Manager (or such person that the Chief Education Officer shall appoint if the post is vacant or the post holder is absent for an extended period) will review the evidence gathered in the diocesan investigation and determine whether the inspector did or did not breach the *Code of Practice for SIAMS Inspectors* and whether the breach:

- a) was material or trivial
- b) was deliberate or accidental
- c) represents a potential threat to the Education Office's reputation or that of SIAMS
- d) could be deemed to have undermined the independence of the inspection.

The decision of the Education Office on what should be the resolution will be final.

### **Possible outcomes following a complaint:**

1. The Education Office may decide that there is no case to answer or that the breach was trivial
2. The inspector may be issued with a written or verbal warning from the Education Office
3. The Education Office may decide that the inspector should be shadowed on their next inspection
4. The Education Office may decide to de-register the inspector

(Please note that this list is not exhaustive- each complaint will be dealt with on a case by case basis and outcomes will vary).