

Statutory Inspection of Anglican and Methodist Schools (SIAMS)

Handbook for Schools and Inspectors
in the Diocese of Leeds

Updated January 2020

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Introduction

All Church of England dioceses and the Methodist Church use the Church of England Education Office's framework for the **Statutory Inspection of Anglican and Methodist Schools (SIAMS)** under section 48 of the Education Act 2005. The SIAMS Evaluation Schedule sets out the expectations for the conduct of the Statutory Inspection of Anglican and Methodist schools under section 48 of the Education Act 2005.

By agreement with The Methodist Church, the SIAMS process will be used for section 48 inspections in Methodist schools. The use of 'church school' in this document includes Church of England, Methodist, Anglican/Methodist schools, academies and free schools. For the purpose of SIAMS, free schools are regarded as academies. This handbook is written in line with the Church of England Education Office SIAMS Handbook (September 2018) and sets out key information and procedures for schools in the Diocese of Leeds.

The framework

Under section 48 of the Education Act 2005 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 an appropriately qualified and accredited person to undertake the inspection. 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). In voluntary aided (VA) schools it is the responsibility of the whole governing body, while in voluntary controlled (VC) 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 order to minimise the workload for schools the inspection is organised by officers of Leeds Diocesan Board of Education.** This ensures the independence and validity of the inspection process. It is expected that only Church of England Education Office accredited inspectors will be used.

If schools have any concerns about the appointed inspector they should contact the office immediately so alternative arrangements can be made.

Academies

Church academies will have certain clauses written into their funding agreement which deal with how collective worship and (where appropriate) Religious Education should be inspected under SIAMS. In all cases, the content of the Academy's collective worship, which must be given in accordance with the tenets and practice of the Church of England, are to be inspected. Whether specific inspection of RE is required will depend on the circumstances. The position on inspection of RE will depend on the type of school the academy was prior to conversion, whether the academy is sponsored and the particular circumstances of the conversion. Where there was no former school, it will be dictated by what was agreed at the time the academy was established. We will advise you of the particular requirements in any given case.

In practice, the SIAMS inspection will be organised in a similar way to that of all maintained CE schools in the Diocese of Leeds.

The purposes of the Statutory Inspection of Anglican and Methodist Schools

- To provide an evaluation of the impact of the school's distinctively Christian vision for the governing body, multi-academy trust, the school, parents, diocese/district, Church of England Education Office, 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 make a significant contribution to the improvement of church schools.

A SIAMS inspection focuses on the impact that the Christian vision of the church school has on pupils and adults. This will involve looking at the school's Christian vision, the provision the school makes because of this vision and how effective this provision is in enabling all to flourish. Schools will become effective by means of a variety of strategies, approaches and styles which reflect their local context or church tradition. Inspectors should carefully diagnose how each church school has a positive impact on pupils and adults. They should not apply a preconceived template of what an effective church school should be like.

The Evaluation Schedule has one inspection question:

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

This question is explored through the following seven strands:

1. Vision and Leadership;
2. Wisdom, Knowledge and Skills;
3. Character Education: Hope, Aspiration and Courageous Advocacy;
4. Community and Living Well Together;
5. Dignity and Respect;
6. The Impact of Collective Worship;
7. The Effectiveness of Religious Education.

One overall grade is awarded reflecting the contribution of these strands to the flourishing of pupils and adults in a church school. In addition, a standalone grade is awarded in all schools for collective worship and in voluntary aided (VA) schools and former VA schools for religious education (RE). This grade is based solely on the quality of teaching and learning in RE.

The relationship between section 5 and section 48 and the scheduling of SIAMS Inspections

SIAMS inspections are scheduled by the Church of England Education Office independently from Ofsted's section 5 inspections. The Education (School Inspection) (England) Regulations 2009 (SI1564) set out the interval within which the inspections are required to take place, with timing determined by the outcome of the last section 48 inspection for that school. All schools with a 'good' or 'excellent' (previously outstanding) section 48 inspection must be scheduled for their next section 48 inspection within 5 school years **from end of the school year** within which they were last inspected. For example, if a school was inspected at any time between

September 2017 and July 2018, the next inspection would be scheduled during the school year September 2022 and July 2023

Any school with a section 48 inspection judgement that was less than 'good' may be scheduled for their 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 2017 the earliest it should be inspected again is September 2020. The latest date that the inspection could take place would be July 2023.

If, in exceptional circumstances, the Diocese or the Church of England Education Office have concerns about a school or academy that warrant consideration of earlier inspection, the Church of England Education Office will set out a case to the DfE so that funding can be sought in advance.

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. The protocol for section 5 and section 48 inspections can be found in Appendix A of the Church of England Education Office SIAMS Handbook (September 2018).

In the event of an 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. This will be negotiated with the school. However, both inspection teams should avoid over inspection of particular teachers. Feedback from both inspections may take place at the same meeting. The relationship between section 5 and section 48 inspections is governed by a protocol between Ofsted and signatory faith group inspectorates.

In all cases the engagement of a SIAMS inspector should be documented in a contract. A model contract which inspectors inspecting in the Diocese of Leeds use, is available on the Church of England Education webpages.

Academies and new schools

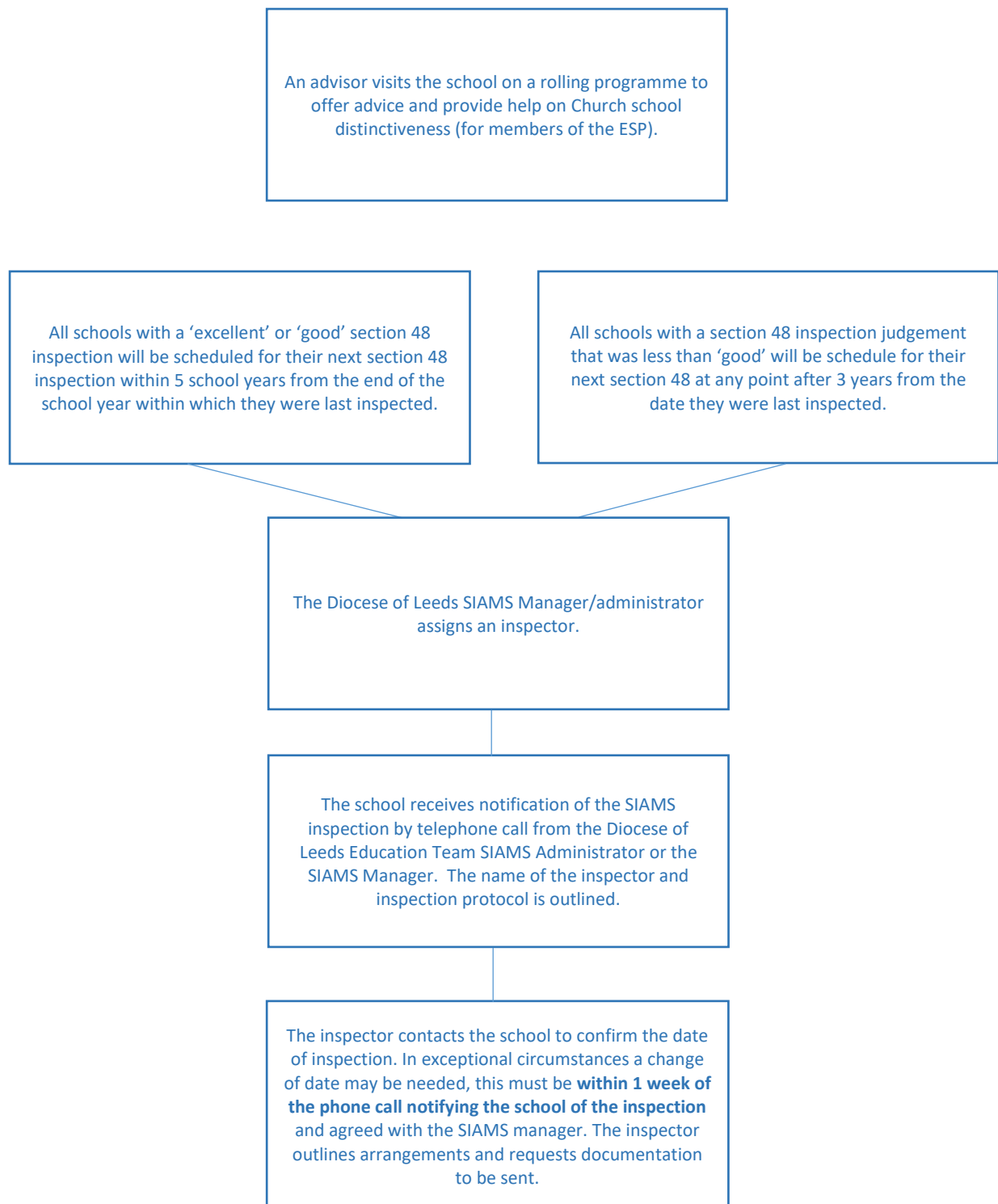
Where a school has become an academy, including becoming part of a multi-academy trust, the date and the outcome of the last section 48 inspection for the predecessor school will be used to determine the timing of the section 48 inspection of the new academy. It should be noted that although for Ofsted 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). When a new academy or a free school opens, section 48 inspection will be scheduled 3 years after the school opens.

Where a new school has been created by the amalgamation of two or more predecessor schools and the school now has one URN the new school can be scheduled according to the outcome and timing of the inspection of any of the predecessor schools, ideally when this would allow for an inspection within 5 years.

When a new academy or a free school opens, section 48 inspection should be scheduled by the diocese at a suitable point before 5 years from the date of opening. It is suggested that 3 years from opening is sufficient time for the new school to have developed and embedded an ethos that would be helpfully informed by inspection. Thereafter, the timing of inspections should be

in line with the general guidance above. The academy's funding agreement should specify whether it is to be inspected as if it were a VA school or as if it were a VC school.

The inspection procedure in the Diocese of Leeds



The school sends documents to the inspector within 24 hours (see 'Preparing for Inspection')

The inspector sends the school a pre-inspection plan (PIP) at least 24 hours prior to the inspection)
Once the PIP is with the school, the inspector will arrange to speak with the Diocesan Advisor before or during the inspection day

On the day of the inspection, inspector activity may include observing collective worship, observing religious education lessons, learning walk, scrutiny of data, work scrutiny, document checks, interviews with various stakeholders such as pupils, staff, the local incumbent, governors, Trustees, MAT CEO and parents (these will be requested with the pre-inspection plan and when the timetable is agreed). The inspector should regularly and formally update the Headteacher on the progress of the inspection and arrange time for a summative briefing prior to final feedback.

The final verbal feedback takes place at the end of the day(s) and is an opportunity for the inspector to share their findings and provisional judgements with leaders.
The school should be informed of the grades the inspector is recommending.
At this point the judgements may be subject to change following the quality assurance process. Schools must ensure that the judgements are not to be published in anyway until the final report has been received.

The inspector writes a draft report which is then sent to the Diocese for critical reading (this should be within 5 working days of the inspection).

The **draft** report is sent to the school to check **factual** accuracy. The school should respond within 24 hours of receipt of the report.

Once the report is returned by the school, the inspector will send the report to the Diocese for publication. The Diocese will ensure the final report is sent to the school for publication to parents and on the school's website usually **within 15 working days of the inspection.**

Ongoing support from the Diocese of Leeds

Advisor Visits

Schools that are in the diocesan Enhanced Service Plan ('ESP') will be visited by their named adviser across the year. The purpose of this is to provide schools with advice and support on church school distinctiveness and to facilitate improvement in this area.

If schools that are not members of the ESP wish to have such a visit they should contact the Education Team; schools will be charged for this at the published rate in the ESP document.

Self-Evaluation as a church school

The main point to be emphasised is that self-evaluation should be an **on-going process** and should not be undertaken purely for the inspection. Self-evaluation should also involve all key stakeholders; it is not a job for the Headteacher alone.

Effective leadership will mean that schools have their own process in place for recording church school self-evaluation. These will have been developed for the benefit of the school not for inspection. Strong leaders will want to share this with inspectors. Effective self-evaluation will be focused on impact and will not be overly descriptive. A short summary of the school's self-evaluation of approximately two pages is encouraged for SIAMS inspection purposes. Schools should recognise that there is no expectation that an inspector will analyse an excessively lengthy SEF in preparing a pre-inspection plan ('PIP'). Self-evaluation may be submitted by the schools in any format the schools chooses.

SIAMS Review

As part of the Diocese of Leeds ESP, schools may wish to use some of their time to undertake a more detailed, whole day SIAMS review visit by members of the education team. The visit is advisory and developmental to provide on-going support for self-evaluation. It will be based around the strands from the SIAMS schedule.

The SIAMS review visit can focus on several of the following areas:

- A learning walk to explore the physical evidence of Christian character;
- Observation of collective worship with feedback and guidance;
- Observation of part of an RE lesson with feedback and guidance;
- A pupil voice session;
- Discussions with Headteacher, collective worship coordinator/RE subject leader, governor(s), and/or vicar (and other stakeholders as appropriate) - to focus on the school as a church school;
- A detailed look at any SIAMS self-evaluation materials;
- A detailed look at policy and planning documents with advice and guidance.

The SIAMS review visit is also available to schools not in the ESP for a fixed price. For further information contact your named adviser, the Education Team on 0113 200 0540 or email info.ed@leeds.anglican.org.

Before the inspection: Inspector planning and preparation

Planning for the inspection must be informed by analysis of publicly available information including:

- The previous inspection report;
- Information on the school's website, including the school vision/ethos statement
- Information and data on the school's performance that is in public domain for example the Gov.uk 'find and compare schools in England' site www.compare-school-performance.services.gov.uk/compare-schools

As part of the initial telephone call with the Headteacher (or most senior leader available) the inspector may request the following documents to be emailed within 24 hours:

- Any SIAMS related school's self-evaluation or summary of self-evaluation, that the school may have developed;
- Relevant policies e.g. for assessment, behaviour/anti-bullying equality and inclusion, mental health, relationships and sex education, RE, collective worship, spiritual development and SEND if these are 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);
- The school's IDSR (Inspection Data Summary Report).

The inspector will use the initial evidence to draft a Pre-Inspection Plan.

The following might also 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 day(s) of inspection. Inspectors must not request electronically or remove from the school any documents that contain pupil names;
- Work samples. The PIP 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 advisers relevant to SIAMS.

The Pre-Inspection Plan

As the inspector's time is at a premium, an inspection strategy is required in which an early analysis of the information the school has provided will determine the focus, pattern and

nature of inspection activities. The preparation of a PIP is essential to the planning and efficient conduct of the inspection. This should normally be sent as a PDF to the Headteacher at least 24 hours (excluding weekends) before the inspection. Inspectors must use the Church of England Education Office PIP template.

Schools are advised to read the pre-inspection briefing carefully as it will indicate the focus for the inspection and allow schools to gather relevant evidence for the inspection.

The telephone call

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 contact the school immediately, however, they should try and contact the school on the day the school is informed. 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.

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.

An inspection is most effective when conducted with the active cooperation of the school. This means that evaluation and evidence can be reviewed with the school's governors, teachers, leaders, pupils, parents and other key stakeholders. The verification of some of the school's findings on its effectiveness and impact will rest to a significant extent on the views of pupils. The school has the responsibility to provide 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 pupils and adults is as it is.

Questions should be carefully formulated to form the basis of discussions with the key people involved in the church school; including pupils, teachers, RE coordinators/subject leaders, school leaders, governors, parishioners, clergy, chaplains and parents. All will have a valuable story to tell.

Policies, plans and asserts, 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.

The Inspection

Primary schools will have a one day inspection. Secondary schools and secondary academies will have a two day inspection.

Normally the inspector(s) should not arrive at the school before 8am. 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 or members of the governing body, parents, pupils and key staff such as the subject leader for RE;
- Ascertain the accuracy and 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.

During the inspection day, the inspector should:

- Regularly and formally update the Headteacher on the progress of the inspection;
- Carry out learning walks, observations and scrutiny of data and pupil work together with relevant senior leaders.

Building a secure evidence base for judgements

Inspectors should satisfy themselves that their judgements and findings are based on secure evidence and accurate evaluation by:

- Making use of the Church of England Education Office evidence forms at each stage of the inspection;
- Inspectors will come to a view on the accuracy of the progress and overall achievement of pupils in collaboration with the school leadership and the evidence from the data analysis. The needs of all groups of pupils 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;
- Inspectors should take account of the views of learners and pupil voice evidence;
- Discussion with staff, governors, clergy, parents and others, to verify the self-evaluation findings on the effectiveness of the school's distinctive Christian vision and how this enables pupils and adults to flourish;
- Learning walks, observation of lessons and acts of worship, in whole or in part, and scrutiny of pupils' work should, where possible, be undertaken in conjunction with members of the school leadership;
- Dialogue with the school leadership during the inspection day(s) will ensure that leaders are aware of the picture that is emerging. This will enable school leaders to supply additional evidence where appropriate and prepare them for the final summary feedback.

Feedback to the school

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. 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.

Inspectors must arrange a mid-inspection feedback with the Headteacher or nominated senior leader. This will be an opportunity to report on emerging findings and potential areas for development. It will also be a chance to request extra evidence and adjust the afternoon timetable as needed. In the case of a one day inspection this will occur around lunchtime, for a two day inspection at the end of the first day. Inspectors must use the Church of England Education Office Mid-Inspection Feedback form for this purpose.

The inspector should also arrange a time for a summative briefing with the Headteacher or senior leader, prior to the final feedback. This is to outline the findings of the inspection, allow a final opportunity for the school to present evidence and to agree areas of development.

The final feedback takes place at the end of the day(s) and is an opportunity for the inspector to share their findings and provisional judgements with senior leaders. The school should be clearly and unambiguously informed of the grades that the inspector is recommending, but they should be made aware that grading is subject to a critical reader process. Inspectors must use the Church of England Education Office Final Feedback Form. The final outcomes and areas for development 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 Headteacher.

The inspector must ask the two questions at the end of the Final Feedback Form to check that the school is satisfied with the way the inspection has been conducted and is aware of its rights to appeal or complain.

Effective inspection practice means that it would be unlikely for the feedback to take place before 4.30pm on a day inspection. There should be no reason for an inspector to be in the school after 6pm.

The Report

The report will contain one overall judgement and stand-alone judgements on collective worship and religious education (VA and former VA schools only).

There are four possible grades: excellent, good, requires improvement and ineffective. Use of any other variation including 'good with outstanding features' will result in the report being rejected by the Church of England Education Office and the inspector will not be paid until the report has been corrected.

On the Inspector Claim Form a record will also be made of adherence to the statutory requirements for collective worship and RE (when inspected), number of pupils on roll, the published admission number (PAN) and admission by faith criteria (if applicable).

Sections of the report

Context

The context section will contain only the most significant factual information including any major changes since the last inspection.

It will include

- Number of pupils on roll;
- The level of religious and cultural diversity;
- The proportion of pupils who speak English as an additional language.
- The proportion of pupils who are considered to be disadvantaged in relation to national averages;
- The proportion of pupils who have special educational needs and/or disabilities (SEND) in relation to national averages;
- Leadership and structural changes.

Christian Vision

Normally this will be a simple statement of the school's Christian vision, only where there is no clear vision will explanation be required. This will be agreed with the school.

Key findings

These will identify the key findings that have led directly to the judgements. They are likely to identify why the school's effectiveness is as it is and the impact of any significant shortcomings. There will be a consistent focus on the impact of the Christian vision or the lack of it. Normally there will be no more than five key findings. It is likely that the inspector will wish to include a key finding on RE and on collective worship.

Areas for development

These will make a clear link between the action to be taken and the desired outcome. They will be clear, succinct and in order of priority so that the school finds them easy to understand and monitor.

Inspection findings

This section will be written in paragraphs and all seven strands will be covered. As many strands will overlap the inspector is at liberty to report from more than one strand in any paragraph if this makes sense and helps the flow of the report.

The quality assurance process (critical read)

The process of critical reading is designed to do two things:

- Ensure that the report under scrutiny is of sufficiently high quality to be of use to the school and its stakeholders in bringing about improvement;
- Improve the quality of future reports.

The prime responsibility for ensuring each SIAMS report is of sufficiently high quality falls to the inspector.

The critical reading role undertaken by the Diocese is to provide a view of the quality of the work of each section 48 inspector:

- Critical readers are appointed by the diocese;
- Critical readers must undertake regular ongoing training in critical reading of SIAMS reports;
- Critical readers must have a track record of writing good section 48 inspection reports themselves and would normally be a serving SIAMS inspector and so familiar with the current schedule and up to date practice;
- 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;
- Inspectors therefore must take account of the recommendations made by the critical reader.

SIAMS and GDPR

As a necessary part of their work inspectors will engage with and use a range of data. For inspection purposes the inspector acts as a 'data processor' and they will be engaged with 'processing'; that is data obtaining, recording or holding the information or data or carrying out any operation or set of operations on the information of data, including retrieval, consultation or use of the information or data.

In accordance with the General Data Protection Regulation 2016 the inspector is expected by the Church of England Education Office to follow the following principles during the SIAMS inspection process:

- Inspectors should not hold data that enables the identification of individual pupils;
- Data held electronically should be password protected;
- Any data held should be destroyed after six months from the end of the inspection;
- The following statement has been added to the PIP. The inspector must ensure that the school received this:

Any personal data relating to the SIAMS inspection of XX School will be used only for inspection purposes and will be stored in accordance with the EU General Data Protection Regulation 2016 and the Data Protection Act 2018. It will not be passed on to third parties. All personal data will be securely destroyed within six months from the publication of the report. Generic data may be kept by the CEEO for purposes of analysis and policy development for a longer period. For more information see the SIAMS Privacy Notice

www.churchofengland.org/more/education-and-schools/church-schools-and-academies/siams-school-inspections.

Safeguarding Issues

If any safeguarding issue arises during the inspection the inspector must inform the Headteacher or the designated member of staff for safeguarding. If the safeguarding concern is related to the Headteacher the inspector should inform the Chair of Governors. If the inspector calls the Diocese, the Diocesan Safeguarding Officer will advise if it is necessary to contact the Local Authority Designated Officer (LADO) in the case of disclosures concerning adults in school.

Appeals and Complaints Policy

Any complaint about a SIAMS inspection is a serious matter which the Church of England takes seriously. We expect all inspectors to carry out their work to a high standard but recognise that, occasionally, concerns may arise about the outcomes or the conduct of inspectors.

There are two types of concern that schools can raise regarding an inspection:

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

Schools may wish to raise an appeal and a complaint with regard to the same inspection. If this is the case, the appeals process and issues connected with the inspection'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 procedure should be followed as well as the complaints procedure.

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.

Inspectors are expected to follow the Code of Practice which states they should carry out inspections and conduct themselves in a professional manner, demonstrating integrity, objectivity, courtesy, sensitivity and clarity. The Diocese and inspector have every right to expect that schools will act in the same professional manner.

This Appeals and Complaints Procedure applies only to inspectors who are accredited/appointed by the Church of England Education Office.

At the end of the SIAMS inspection the inspector will ask the school two questions on a feedback form.

Does the school consider the outcomes to be fair?

- If the school answers this question negatively the appeals procedure should be followed by the school and the Diocese. It is important to be aware that following an appeal may result in a higher or a lower outcome for the school in one or more of the areas inspected.

Does the school consider the inspection to have been conducted in a professional and appropriate manner?

- If the school answers this question negatively, feel they cannot answer, or if they raise a concern regarding the inspector's conduct with the Diocese within 10 working days from the date on which the school receives the report for factual checking, the national complaints procedure should be followed by the school and the Diocese.

Guidance on conducting inspections requires the inspector to maintain a dialogue with the Headteacher and senior leaders. An inspector should seek to resolve any complaint or concern during the inspection where possible. In particular, a mid-inspection update meeting and a summative briefing of the Headteacher prior to the final feedback are designed to ensure that the Headteacher is aware of how grades are emerging and has opportunities to offer further evidence. As with all meetings in the course of the inspection, the inspector must maintain a written record of the meeting/briefing.

The inspector is expected to check if there are any concerns about the management of the inspection in order that any concerns of this nature might be promptly resolved. These conversations should always be recorded in writing.

The aim is always to resolve any issue at the lowest possible level.

A copy of the full Appeals and Complaints Procedure is available [here](#).

Appendix 1

Model Contract



Statutory Inspection of Anglican and Methodist Schools (SIAMS)

SIAMS Inspection Contract

I,..... (name of inspector)

agree to:

- i. conduct a Statutory Inspection of (school) under section 48 of the Education Act 2005 between and (dates) in accordance with procedures set out in *Church of England Education Office current Statutory Inspection of Anglican and Methodist Schools inspection handbook* and to:
- ii. Seek to establish, maintain and sustain a professional dialogue with all in a school community throughout the whole process, communicating judgements sensitively but clearly and frankly
- iii. Carry out inspections in a respectful and courteous manner that gives dignity to all in a way that is sensitive to the context of the school
- iv. Carry out inspections with integrity, objectivity, courtesy and clarity of purpose, basing all evaluations on clear and robust evidence
- v. Take all reasonable steps to prevent undue anxiety and to minimise stress for the school
- vi. Respect the confidentiality of the information, particularly about individuals and their work (subject to the school's safeguarding procedures)
- vii. Be familiar with and comply with Church of England Education Office protocols, policies and guidance
- viii. Seek to provide an Inspection Report to the governing body within **fifteen working days** of the commencement of the inspection
- ix. To perform such other duties as the conduct of an inspection carried out in accordance with *Church of England Education Office Statutory Inspection of Anglican and Methodist Schools schedule 2018* may require

- x. Claim the statutory fee applicable from the National Society upon delivery of the report to the governing body.

The leadership and governing body of the above school agrees to:

- i. Be courteous and professional, treating inspectors with dignity, respect and sensitivity maintaining purposeful and productive communication with the inspector throughout the process
- ii. Work with inspectors to enable the SIAMS inspector to carry out their visit in an open, honest and objective way, recognising that on occasions the inspector will need to observe practice and talk to staff and users without the presence of a manager
- iii. Work with the SIAMS inspector to minimise disruption, stress and bureaucracy providing evidence or access to evidence in a manageable way
- iv. Ensure the health and safety of the SIAMS inspector while on the premises
- v. Keep the outcome of the inspection restricted and confidential to only relevant personnel and not share it widely until after the report has been quality assured
- vi. Bring any concerns about the inspection to the attention of the inspector in a timely and suitable manner
- vii. Permit the Inspector to have access to the school and to appropriate staff, learners, members of the governing body and other stakeholders
- viii. Provide the Inspector with a copy of the current Church school self-evaluation material and other documentation as required
- ix. Make the report publicly available and to permit the publication of the report on the Church of England website.

Signed Date

(Inspector)

Signed Date

(Chair of Governing Body)