SIAMS Pre-inspection plan (PIP)

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| **[Full name of school]**  |
| Date(s) of inspection | 00 Month Year |
| Inspector |  |
| Previous SIAS/SIAMS  | Date | Grade |
| Previous Ofsted | Date | Grade |

**Introduction**

*The SIAMS Pre-inspection plan (PIP) is a summary of the inspector’s analysis of the evidence available immediately prior to the inspection. It considers how accurately the evidence supports the school’s self-evaluation for each of the evaluation statements and against the grade descriptors of the SIAMS schedule. The particular issues to be explored in coming to a view of the core questions are identified. The PIP will form the basis for discussion with the school’s senior leaders during the inspection.*

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| **Sources of evidence used for analysis**Likely to be minimum of:* School website
* Previous SIAS/SIAMS and Ofsted reports
* SEF and SIAMS self-evaluation, if separate
* Development planning and RE/CW action planning
 | **Evidence requested to be made available on the day**For example:* Current figures for data and attendance
* Behaviour incident log
* Recent minutes of Ethos Committee meetings
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| **Amendments or new elements requested to the timetable**Many elements of the timetable will have been agreed as part of the initial telephone call with the headteacher.Any additions at this stage are likely to be activities or meetings that have emerged from the scrutiny of the evidence. These may be related to particular staff posts, student leadership groups or aspects of the curriculum. **Focus of work scrutiny and observations**This will reflect the context of the school and the issues to be explored.* Identify specific focus of any lesson observations and learning walks. Examples are relationships, managing difference of opinion, behaviour, and opportunities for spiritual, moral, social and cultural development.
* Identify focus for scrutiny of work both in lessons and as a separate activity. Examples are differentiation, promotion of thinking skills, progression over time, and effectiveness of feedback given to pupils (no preferred marking style).
* Suggest the size of the sample and the groups of pupils to be represented. Possible examples are: 6 x more able pupils, 4 x Y7-9 pupils receiving literacy support, 2 x higher and lower ability in Y3-6 parallel classes.
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| **Context**Text in prose, max 100 wordsInformation should include:* comparative size of the school
* type of school such as academy (if sponsored, name sponsors), multi-academy trust or federation (in both cases name and note if mixed economy), age range, sixth form, nursery
* changes to status or senior leadership since the last inspection
* pupil profile compared to other schools (significant proportions of disadvantaged or minority ethnic pupils, those with special educational needs/disabilities or who speak English as an additional language)
* recent events of significance to the school community such as a new building or a bereavement.
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**How well does the current evidence support the school’s self-evaluation?**

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| **1. How well does the school, through its distinctive Christian character meet the needs of all learners?**Grade at last inspection:School’s current self-evaluation grade:The evidence so far suggests the school’s grade may be accurate.\*The evidence so far only partially supports the school’s grade.\*The evidence so far does not provide sufficient evidence to support the school’s grade.\*The school does not grade itself so it is not possible to verify the accuracy of the school’s view.\* \*Delete as applicable |
| **Brief analysis of the evidence available**The analysis should provide a succinct and concise view of the extent to which there is convincing evidence for the school’s grade. It should record only the outcomes of the analysis and avoid repeating the evidence. The evaluation statements must all be covered but only in sufficient detail to support the big picture emerging of the school. It must take account, therefore, of features highlighted in the context box and how the school manages these in order to transform the lives of children. Changes since the last inspection may play their part and the inspector will have to consider whether progress has been good enough and fast enough in that context.  |
| **Issues to explore**These points must emerge from the analysis. They are likely to be where evidence is missing, unconvincing or where more information is needed to resolve inconsistency or ambiguity in the current evidence. They may be used to confirm what appears to be a feature of exemplary practice.The issues should be written in bullet points but do not have to be in complete sentences or in the form of questions. They should reflect the detail of the grade descriptors to make sure that precisely the relevant evidence is sought in order to arrive at accurate judgements. |

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| **2. What is the impact of collective worship on the school community?**Grade at last inspection:School’s current self-evaluation grade:The evidence so far suggests the school’s grade may be accurate.\*The evidence so far only partially supports the school’s grade.\*The evidence so far does not provide sufficient evidence to support the school’s grade.\*The school does not grade itself so it is not possible to verify the accuracy of the school’s view.\* \*Delete as applicable |
| Brief analysis of the evidence available |
| Issues to explore |

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| **3. How effective is religious education?**Grade at last inspection:School’s current self-evaluation grade:The evidence so far suggests the school’s grade may be accurate.\*The evidence so far only partially supports the school’s grade.\*The evidence so far does not provide sufficient evidence to support the school’s grade.\*The school does not grade itself so it is not possible to verify the accuracy of the school’s view.\* \*Delete as applicable |
| Brief analysis of the evidence available |
| Issues to explore |

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| **4. How effective are the leadership and management of the school as a church school?**Grade at last inspection:School’s current self-evaluation grade:The evidence so far suggests the school’s grade may be accurate.\*The evidence so far only partially supports the school’s grade.\*The evidence so far does not provide sufficient evidence to support the school’s grade.\*The school does not grade itself so it is not possible to verify the accuracy of the school’s view.\* \*Delete as applicable |
| Brief analysis of the evidence available |
| Issues to explore |