

SIAMS (Statutory Inspection of Anglican and Methodist Schools) - also known as Section 48 inspections

All Church of England and Methodist schools and academies are inspected under Section 48 in order to ensure that the religious character of the school is being appropriately upheld. RE and collective worship must be considered as part of this inspection.

Voluntary controlled church schools and academies receive a general comment on RE and collective worship. In these schools, Ofsted can carry out a ‘deep dive’ in RE as part of a Section 5 or Section 8 inspection in order to judge the quality of education in the school. This is because in voluntary controlled church schools and academies, there is a legal requirement to follow the locally agreed syllabus for RE.

Voluntary aided church schools and academies receive the equivalent of an Ofsted ‘deep dive’ in RE as part of SIAMS inspection; these schools are provided with a comment on the quality of education in RE. This is because in voluntary aided church schools and academies, the RE curriculum is designated by the governing body. They are not required to use the locally agreed syllabus as the basis of their RE curriculum.

School	SIAMS Outcome	Comments on RE	Comments on Collective Worship
Skellingthorpe St Lawrence’s CE Primary LINCOLNSHIRE	Overall: Good	Pupils flourish in RE as it is led well. Leaders invest in it and ensure that it meets the requirements of the Church of England Statement of Entitlement. The school uses the locally agreed syllabus to effectively plan and sequence learning. RE meets the needs of every pupil by offering a range of support. High expectations for every pupil result in them becoming critical thinkers. This is seen in how they are curious about the vastness of RE and the many questions it can generate. RE is a safe space in the timetable that enables pupils to challenge ideas, reflect and shape their knowledge and understanding of world faiths. The curriculum planning ensures Christianity is experienced as a living, diverse worldwide faith. However, current assessment in RE does not encompass the different methods of teaching RE for assessment practices to be embedded... [Pupils] demonstrate good subject knowledge, and this enables them to be prepared for the modern world they live in.	Collective worship is transformational in the daily life of the school. Adults see it as the heartbeat of their day. Worship is exceptional because it is inclusive and seen as a conversation with God. As a result, pupils have a deep and meaningful connection to God through prayer. Here, they ask him questions and hear his answers. Vibrant, joyful singing is a key part of daily collective worship which everyone finds deeply moving and uplifting. Christian teachings within worship have a real impact on the school community. They help to promote the vision and secure the atmosphere of loving care and support for one another. Worship builds a strong sense of community. During COVID lockdowns worship was the most important part of the day because it brought the whole community together (virtually). It equipped the school with resilience and compassion. It enabled an all-encompassing loving presence. The richness of the church year is celebrated through the seamless links with the local church. The result is a school identity of tradition, generosity and grace. Pupils play a key role in planning, delivering and monitoring worship. Their voice is heard and acted on by senior leaders on a weekly basis, keeping worship dynamic and empowering. The result is that collective worship is a bold, cohesive statement of the Christian foundations of the school.

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