

**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
<b>The Cowbit St Mary's (Endowed) Church of England Primary (voluntary aided)</b>  <b>LINCOLNSHIRE</b>	Overall:	School leaders have prioritised the development of a well-constructed and coherent religious education (RE) curriculum that is leading to all pupils flourishing. Its full impact is yet to be realised. There is scope for pupils to use their prior knowledge more consistently in order to create greater learning opportunities. School leaders prioritise the ongoing development of a well-constructed RE curriculum which has the same importance as core subjects. This ensures good opportunities for pupils to understand and respect difference and diversity in the community and beyond. Pupils have some knowledge of a range of religions and world views but do not articulate this clearly. They do not fully understand the variety of Christian worship around the world. RE learning is driven by ‘big questions’ that become more specific year-on-year and develop pupils’ theological understanding. However pupils do not use their vocabulary learned during RE lessons. Effective use has been made of diocesan support for RE in developing the subject. Teachers are well-supported by the subject leader in making the curriculum accessible for those with special education needs (SEND). Pupils talk positively about the role of RE in their learning. They know it is a safe space to explore their understanding and to ask big questions.	Worship is invitational and readily attended by the school community, including those of different faiths or no faith. Parents look forward to occasions when they are invited to participate. The programme is well planned by the collective worship lead and pupil worship leaders, who take an active role in all aspects of worship. Themes are based around the school’s Christian values and the calendar of church festivals. Collective worship enables pupils and staff to live out the school’s vision and values and consider key Christian beliefs. Pupils took inspiration from a worship focussed on perseverance as having a direct impact on their attitude towards completing learning tasks during lockdown. Pupils were keen to report that worship at their school includes everyone, whether they believed in God or not.
	RE:		
	Good		
	Good		

School	SIAMS Outcome	Comments on RE	Comments on Collective Worship
<b>Lisle Marsden Church of England Primary Academy (voluntary aided)</b>  <b>NORTH EAST LINCOLNSHIRE</b>	<u>Overall:</u> Excellent  <u>RE:</u> Excellent	The forward-thinking religious education (RE) curriculum inspires pupils to confidently explore both their own views and those of others. RE is an extremely safe space where pupils can explore their own and the faiths and beliefs of others. Pupils report that everyone is allowed to express an opinion and that it is 'okay to disagree'. Pupils are incredibly proud of the work they produce and talk articulately about Christianity and a range of world religions. They are enthused by the big questions they are encouraged to both ask and respond to. Even the youngest children, who were exploring the life of Jesus, were challenged to explain why actions can be considered good and how this links to their choices. Leaders of RE are passionate that all pupils should have real life experiences to enhance their understanding of faith and religion in the wider world.	Collective worship is the heartbeat of the school, encouraging pupils and adults to reflect deeply on their views and beliefs. Consequently, pupils can express readily the impact it has on them. Pupils value reflections that challenge them to respond and make a difference in the world.
<b>The Marston Thorolds Charity Church of England School (voluntary aided)</b>  <b>LINCOLNSHIRE</b>	<u>Overall:</u> Good  <u>RE:</u> Good	Following recent revisions, the religious education (RE) curriculum is now relevant to the school context. Pupils enjoy the subject. RE is effective in developing their learning through exploring believers' practice, thinking and living. Assessment is established but moderation of pupil work is not fully embedded... Pupils flourish in RE as it is led well... High expectations for every pupil result in them becoming critical thinkers. 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 world faiths and beliefs.	Collective worship is at the centre of this church school. It is inclusive, invitational and inspirational. Pupils have opportunities to plan and lead collective worship and have a voice in evaluating its impact. Collective worship is the centre of the school day and everyone enjoys coming together for this special time. Pupils sing with happiness. Every pupil is invited to pray and have time for reflection. Those who take part speak of how they invite God into their day and feel his presence. Biblical teachings are remembered and impact on how children behave with one another.

School	SIAMS Outcome	Comments on RE	Comments on Collective Worship
<p><b>Mrs Mary King C of E Primary School (voluntary controlled)</b></p> <p><b>LINCOLNSHIRE</b></p>	Good	<p>RE is led with enthusiasm and expertise. As a result, RE is a meaningful way for pupils to be prepared for life. A range of big questions within Christianity ensures a good breadth of knowledge and understanding of concepts, such as 'Why is the word God so important to Christians?' Christianity is explored as a diverse, living worldwide faith. Whilst the RE curriculum covers a range of religions and worldviews, these are not as embedded yet. Recent training from the Diocese has grown staff confidence in delivering the core knowledge of these. This is beginning to impact on pupils wider understanding of the world. Pupils have an RE curriculum that supports progress in their learning. It enables pupils to explore RE through what people believe, how they think and live.</p>	<p>Collective worship is the heart of this church school. It is invitational, offering everyone the opportunity to engage. However due to COVID disruption pupils' monitoring of worship has not been formalised.</p>
<p><b>Ulceby St Nicholas Church of England Primary School (voluntary controlled)</b></p> <p><b>NORTH LINCOLNSHIRE</b></p>	Good	<p>Religious education (RE) is well led and provides a safe space for children to explore key concepts of Christianity and other world views. RE is led well. Staff have been supported by the RE subject leader and the Diocese in delivering RE teaching to deepen pupils' knowledge across the whole school curriculum. Inspiring and creative approaches to RE enable pupils to explore key concepts in depth. Pupils are encouraged to develop their curiosity and ask 'big questions'.</p>	<p>Collective worship is integral to school life; it is valued by all and provokes thoughtful and respectful responses from pupils. However, more opportunities for the pupils to plan and lead worship would give them further ownership.</p>
<p><b>Weston Hills C of E Primary School (voluntary controlled)</b></p> <p><b>LINCOLNSHIRE</b></p>	Good	<p>Religious education (RE) is well planned and led, providing a safe space for pupils to explore different faiths and viewpoints. The children gain a deep understanding of important Christian concepts and belief. However, their understanding of diversity and difference is less well developed.</p>	<p>Collective worship is invitational and integral to the life of the school. Its value is clearly understood by everyone. However, there are insufficient opportunities for the children to plan, lead, and take ownership of collective worship.</p>

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