



Statutory Inspection of Anglican Schools

The Annual Report for 2009 to 2011
From the Head of School Effectiveness for the National
Society and Church of England Education Division

Executive Summary

This report covers the period since the last report published at the end of 2009 which covered the period 2005-2009. This report covers all inspections undertaken in line with Section 48 of the Education Act 2005 and the National Society's Framework for the Statutory Inspection of Anglican Schools (SIAS) during 2009-2011.

The purposes of the Statutory Inspection of Anglican Schools are:

- To provide an evaluation of the distinctiveness and effectiveness of the Church of England school for the governing body, the school, the parents, the diocese, the National Society 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 Church of England school's self-evaluation;
- To make a significant contribution to improvement in Church of England schools.

The framework provides a process for evaluating the extent to which Church schools are "*distinctively and recognisably Christian institutions.*" The principal objective of the inspection is to evaluate the **distinctiveness and effectiveness** of the school as a Church of England school.

Towards this objective, inspectors seek answers to four Key Questions.

1. How well does the school, through its distinctive Christian character, meet the needs of all learners?
2. What is the impact of collective worship on the school community?
3. How effective is the religious education?
4. How effective are the leadership and management of the school as a Church school?

SIAS is a developmental process and inspectors identify;

Established Strengths – what the schools does and sustains especially well, and a
Focus for Development – those areas which require improvement.

This report provides an evaluative **commentary**, which sets out the main findings of SIAS inspections during the period 2009-2011. The commentary recognises the fundamentally positive effect that SIAS and related self-evaluation is having on Church of England schools and their governing bodies.

In **Section 1** provides a detailed analysis of the main inspection findings based on the identification of Established Strengths and the Focus for Development.

Section 2 looks at the year ahead including the new Ofsted framework which will be piloted in September 2011 and implemented in January 2012.

¹ Lord Dearing, *The Way ahead: Church of England Schools in the new millennium*, 2001.

SIAS Annual report 2011

During the academic year 2009-2010 1223 SIAS inspections were carried out which is 176 less than the previous year. During the academic year 2010-2011 we have received 752 reports up to mid May 2011.

Summary

During the year 2009-2010 there was a dip in the performance of schools in all categories for the first time. Since then based on the data we have for 2010-2011 the performance of schools has recovered and is an improvement on the 2008-2009 figures. (See Annexe A)

Although no firm conclusions can be drawn at this stage possible reasons for the dip in performance in 2009-2010 may include: the impact of changes to the grade descriptors; and, improvements in the rigour of inspections. Similarly, explanations for the upturn in results for the year 2010-2011 may include: the impact of the high profile work on Christian values; and, the work of dioceses in training their schools in self-evaluation as preparation for the second round of SIAS inspections.

In 2010-2011 88% of all grades for schools were Good or Outstanding in their overall summary judgment with only two schools getting an Inadequate grade (0.3%). An Inadequate grade in any category has become a rare event and accounts typically for less than 0.6 % of all grades. There were no Inadequate grades in Collective Worship for 2010-2011. (See Annexe B)

Performance in the main categories

Christian Character remains the dominant category with over 93% of all reports achieving a Good or Outstanding grade and 45% getting an Outstanding grade. This is a slight drop from the 2008-2009 figures but it is still an area of high performance because there has been a focus on the importance of Christian values over several years.

Collective Worship has improved year on year and in 2009-2010 88% of reports achieved a Good or Outstanding grade. 33% of reports gained an Outstanding grade which is a significant gain over the last two years. The improvement in achievement in Collective Worship over the last few years means that it has overtaken the Leadership and Management category. Its average score of 1.78 (the average of all the grades) is a significant improvement on previous years and reflects very good progress.

Religious Education continues to achieve significantly lower scores than the other categories although it has been improving as fast as the others. 84% of reports achieved a Good or Outstanding grade which is similar to the Leadership and Management category. The proportion of Outstanding grades (just under 23%) still lags well behind the other categories and has declined since 2009. This is an area for improvement.

Leadership and Management has continued to improve steadily with 85% of reports achieving a Good or Outstanding grade. The average grade of 1.81 in 2010-2011 was its best achievement so far.

Established Strengths Points

122 SIAS reports were sampled from 2009-2010 and 413 Established Strengths points were analysed. Eleven main categories were used and each point was put into one or more categories. Some points mentioned up to three different categories. The percentages represent the proportion of points that mentioned that particular category.

Summary

The results follow a similar pattern to previous years. Inspectors were keen show the connections between categories. (See Annexe C)

Ethos

Ethos which includes Christian values, inclusivity, care and value for pupils. It was the largest category and was mentioned in 31% of points which is typical of previous year's results.

Examples:

- Exceptional application of Christian values in a school with 90% of pupils from other faiths leading to great mutual respect and understanding;
- The commitment the whole school makes to its stated values of:- love of neighbour; pursuit of truth and justice; challenge of service; and experience of trust and forgiveness

Headteacher

The Head was mentioned in just under 16% of points which is typical of previous years' results. The praise for many Heads' leadership qualities in impacting the whole school was often fulsome.

Examples:

- Visionary leadership of the headteacher who has built on existing practice to create a strong sense of Christian community in a short time.
- The quality of the Leadership and Management of the school as a Church school and, especially, that of the inspirational leadership, including spiritual leadership, of the head teacher.

Links

This is mainly links with the local Church but also includes links with the wider community. This was mentioned in just under 12% of points.

Examples include:

- The strength of the partnership between all the stakeholders that has ensured the central role of the school in the local Church community.
- Strong links with all sections of the community, including schools with a different demographic makeup, where everyone's involvement is welcomed, and valued, so that all can learn together, whatever their faith or life view

Relationships

This includes all types of relationships in the school community. This was mentioned in just under 12% of points.

Examples:

- The well established and nurturing relationships between staff, and between staff and learners, which are characteristic of the school.
- The Headteacher, staff and governors work as a united team, dedicated to realising a shared Christian vision for the school.

Collective Worship

Collective Worship was mentioned in just over 10% of points. Many inspectors made comments about the positive impact of collective worship on all aspects of the school's life.

Examples:

- The outstanding quality of worship which enables pupils and staff to derive spiritual growth and affirmation and inspires thinking for the whole school community.
- Collective worship, supported by partnership with the local Churches, supports the school ethos and has a significant impact on the spiritual development of students.
- Collective worship that is linked to other areas of the curriculum, resulting in pupils gaining an excellent understanding of Christian values.

Spiritual development of the pupils

This is a new category as it has been mentioned much more than in previous years. It was included in just under 10% of points.

Examples:

- Prayer and worship are central to the life of the school, and make an outstanding contribution to pupils' spiritual development.
- Children's spiritual development which makes an impact across all areas of the curriculum.

Governors

This was mentioned in over 6% of all points. Governors were often mentioned in their role in supporting the Headteacher.

Examples:

- Strong, collaborative Christian leadership by the Principal, senior leadership and governors willing to take on challenges and overcome difficulties
- clear direction and Christian vision for the future of the school by head and governors to meet the challenges of school development and raising attainment;

Religious Education

This was mentioned in just under 6% of all points. The enthusiasm of the RE Co-ordinator and improving standards were often praised.

Examples:

- the impact of the focus on the development of teaching and learning in Religious Education by the senior leadership team and Governing Body
- The full and consistent use made of assessment data to inform teaching and learning in Religious Education
- Pupils are enthusiastic about Religious Education, and readily relate their learning to their own lives.

Focus for Development

122 SIAS reports were sampled from 2009-2010 and 330 Focus for Development points were analysed. Seven main categories were used and each point was put into one or more categories. Some points were put into three different categories. The percentages represent the proportion of points that mentioned that particular category.

Summary

The results follow a similar pattern to previous years. A new category has been introduced – Spiritual Development. (See Annexe D)

Collective Worship

This was mentioned in 34% of all points. A particular aspect mentioned a lot was the need for pupils to be involved in the assessment and planning of collective worship.

Examples:

- Strengthen self-evaluation through an increased focus on measures of impact and by increased involvement of governors in review and development.
- Develop a more systematic approach to monitoring and evaluating collective worship by a range of stakeholders to ensure the school recognises what it does well and builds on good practice.
- Meeting the children's desire to participate more fully in shaping and leading collective worship will further enhance this facet of the school's life.

Ethos

This was mentioned in 21% of all points. Evaluating and monitoring of collective worship was mentioned a lot as was the role of governors in this.

Examples:

- Incorporate more explicit Christian values into key documentation, such as the prospectus and policies for behaviour and PSHE, in order to reflect fully the implicit values already evident in the life and work of the school.
- To make explicit the vision and values of the school as a Church school and ensure that they are shared with all stakeholders.
- Further develop the role of the Foundation governors by ensuring their involvement in the systematic annual review of the Christian foundation of the school

Religious Education

This was mentioned in 20% of all points. This figure should be given more significance because approximately half the reports sampled would have reported on Religious Education. For Voluntary Aided schools this is the most important Focus for Development point. There was a wide range of aspects covered including assessment, monitoring and raising the status of the subject.

Examples:

- Develop RE marking and assessment so that pupils are informed how they can improve and work is moderated to ensure consistency of judgements.
- Consolidate the current effective practice in assessing RE by implementing the plans to develop portfolios of levelled work

- Improve assessment practice in RE so that students know what they have learnt, and what they still need to learn with suggestions for improving their work

Links

This includes the link with the local Church and also links with other stakeholders, faiths and schools. Just fewer than 10% of all points mentioned links with other groups.

Examples:

- Develop and embed links with other cultures, countries and faith groups
- Develop opportunities across the curriculum to use local resources to extend opportunities for visits out and visitors in to enrich the global and cultural dimension of learning.

Governors

This was mentioned in 9% of all points. The role of governors in monitoring and evaluating collective worship and the Christian character of the school was mentioned often.

Examples:

- Develop the role of governors to enable them to have more opportunities to effectively monitor and challenge the impact of collective worship on the life of the school.
- Develop the governors' understanding of the links between spirituality and Christian values and how they underpin relationships throughout the school by talking with children.
- Foundation governors and head teacher should secure a formal structure for monitoring and evaluating effectiveness as a Church school to include all stakeholders

Spiritual development

This is a new category because it was mentioned in 6% of all points.

Examples:

- Extend pupils' ability to express their emerging sense of spirituality by providing sufficient opportunities to discuss the less tangible aspects of their experiences.
- Incorporate thought provoking and challenging displays in order to extend spiritual development

Environment

This was mentioned in 6% of all points. Typical points included improving the area outside for pupil reflection and improving displays inside.

Examples:

- Extend and build upon opportunities across the curriculum for spiritual development and consider the provision of quiet spaces for reflection in the indoor and outside environment.

2 The Year Ahead

2.1 New Ofsted Framework

In November 2010 The Secretary Of State for Education set out his plans to reform the education system in the White Paper *The Importance of Teaching*. The Education Bill which takes forward the legislative proposals in the Schools White Paper was introduced into the House of Commons in January 2011. Among the many proposals included in the White Paper is a reform of the inspection process for schools in England and Wales.

The Education Bill provides for the Secretary of State to determine through regulations which categories of schools will be exempt from inspection in the future. Schools which were judged to be outstanding at their last inspection will be exempt from routine inspections, unless concerns are raised about provision or attainment gaps widen. The new arrangements cover **outstanding** primary and secondary schools, including middle and all-through schools.

Initially we were led to believe that because a Section 5 inspection triggers a Section 48 that meant in the case of outstanding schools with deferred Ofsted inspections there would be no funding for a SIAS inspection under Section 48 of the Education Act 2005. The new Ofsted arrangements for outstanding schools do not mean that these schools are also exempt from a Section 48 inspection. Such schools must continue to have a SIAS inspection within the 5-year interval. The current schedule arrangements did not cover this new contingency for those with deferred Section 5 inspections therefore the National Society are the body responsible for proposing the schedule of SIAS inspections based on the date of previous inspections.

In light of the new framework a review of the SIAS inspection process is required to consider:

1. The procedural arrangements for carrying out inspections to reflect the differentiated approach adopted by Her Majesty's Inspectorate.
2. A review of the grade descriptors.
3. A review of the toolkit.

2.2 Training of SIAS Inspectors

All initial training of SIAS inspectors is offered centrally by the National Society. The National Society responds directly to the requirements of Her Majesty's Inspectorate to provide training for inspectors and ensure the quality of inspections under section 48 of Education Act 2005. Specifically the view of the department is:

The best place to secure quality inspection is to go through the appropriate body i.e. The National Society. From the government's perspective this ensures quality and consistency of section 48 inspections and their outcomes.'

2.3 Training and development themes for 2011 – 2012

The inspection experience this past year has highlighted the key themes for inspection and training development. These are:

Christian Values – Gathering evidence for the impact of Christian values

Collective Worship – Gathering evidence for the impact of worship

Religious Education – Assessing the quality of provision

Report writing – Making a convincing case for judgments of outstanding

Data - Graphs and tables

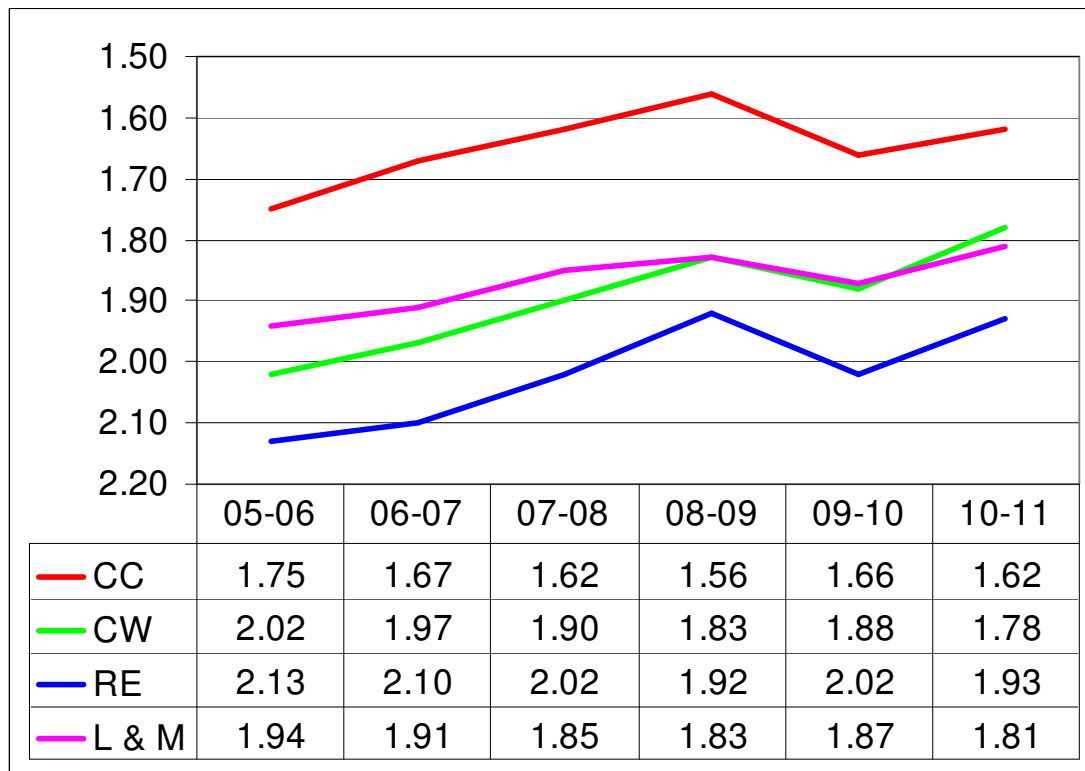
SJ – Summary Judgement
 CC – Christian Character
 CW – Collective Worship
 RE – Religious Education
 LM – Leadership and Management

Annexe A

Figure I - The average of all the scores for each of these categories 2005-2011
 (The lower the score the better the performance)

Average scores	SJ	CC	CW	RE	LM	Av score
05-06	1.97	1.75	2.02	2.13	1.94	1.94
06-07	1.91	1.67	1.97	2.10	1.91	1.90
07-08	1.85	1.62	1.90	2.02	1.85	1.83
08-09	1.79	1.56	1.83	1.92	1.83	1.78
09-10	1.85	1.66	1.88	2.02	1.87	1.84
10-11	1.78	1.62	1.78	1.93	1.81	1.77

Graph I - The average of all the scores for each of these categories 2005-2011



Annexe B

Figure 2 – The % of 1s, 2s, 3s and 4s for SIAS reports 2008-2009

2008-2009 %	SJ	CC	CW	RE	LM
Ones	32.80	50.36	30.21	26.17	33.68
Twos	55.20	43.53	56.44	56.67	50.32
Threes	11.76	5.96	13.12	16.50	15.37
Fours	0.24	0.15	0.23	0.66	0.63

Figure 3 – The % of 1s, 2s, 3s and 4s for SIAS reports 2009-2010

2009-2010 %	SJ	CC	CW	RE	LM
Ones	30.74	44.10	28.38	22.29	32.14
Twos	54.15	46.38	55.63	54.09	49.30
Threes	14.59	9.08	15.64	23.24	17.51
Fours	0.52	0.44	0.35	0.38	1.05

Figure 4 – The % of 1s, 2s, 3s and 4s for SIAS reports 2010-2011

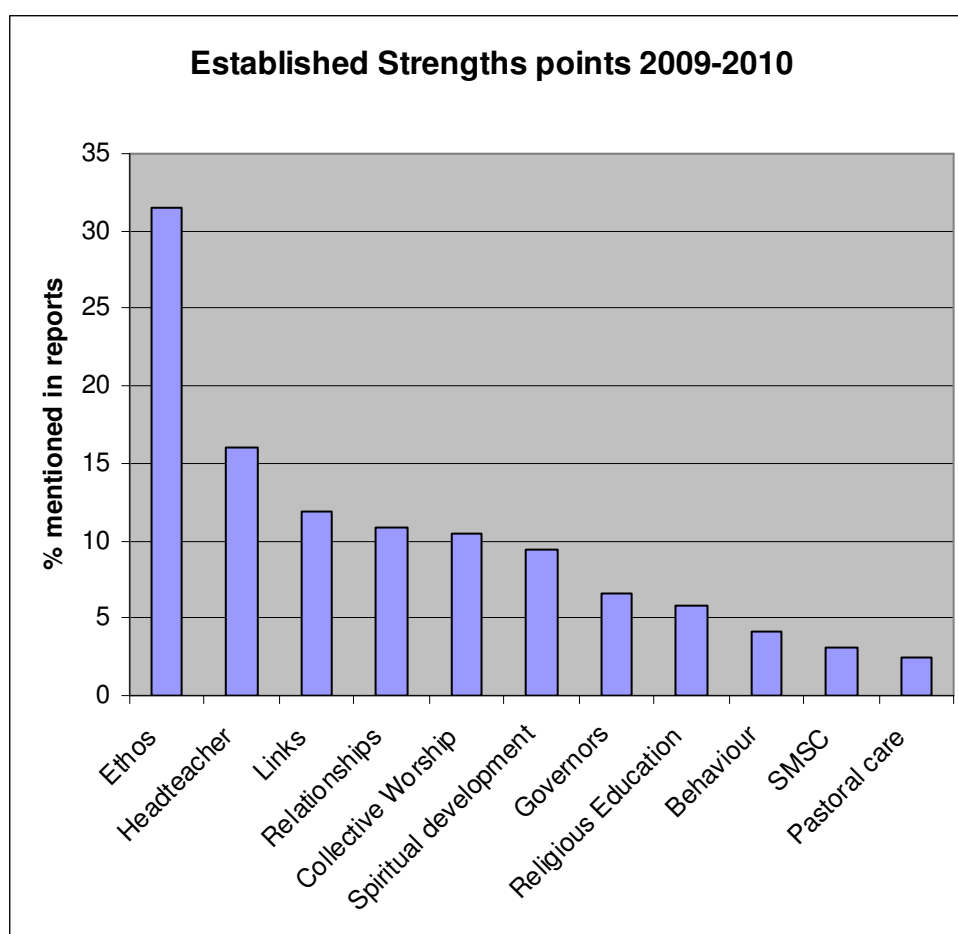
2010-2011 %	SJ	CC	CW	RE	LM
Ones	34.62	45.32	33.58	22.96	34.28
Twos	53.49	47.84	55.13	61.48	50.82
Threes	11.59	6.54	11.29	15.17	14.31
Fours	0.30	0.30	0.00	0.39	0.59

Annexe C

Figure 5 – Established Strengths points from 2009-2010 reports

Established Strengths points 2009-2010	%
Ethos	31.50
Headteacher	15.99
Links	11.90
Relationships	10.90
Collective Worship	10.40
Spiritual development	9.44
Governors	6.54
Religious Education	5.81
Behaviour	4.12
SMSC	3.15
Pastoral care	2.42
Church	2.18
Leadership	1.94
Chaplaincy	0.97
Environment	0.97

Graph 2 – Established Strengths points from 2009-2010 reports



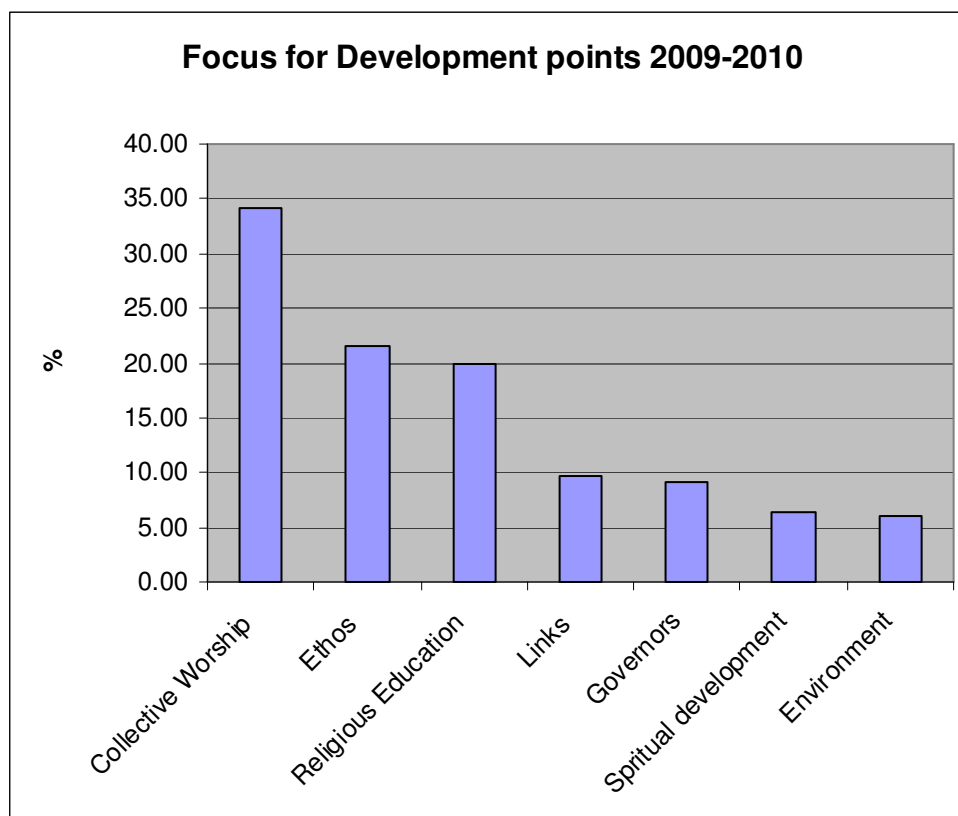
Annexe D

Figure 6 – Focus for Development points from 2009-2010 reports

Focus for Development points 2009-2010	%
Collective Worship	34.24
Ethos	21.52
Religious Education	20.00
Links	9.70
Governors	9.09
Spiritual development	6.36
Environment	6.06

Annexe D continued

Graph 3 – Focus for Development points from 2009-2010 reports



VA and VC comparison 2009-2011

Figure 7 – Average score comparison between VA and VC reports 2009-2011

Average scores 2009-2011	SJ	CC	CW	LM
VA	1.73	1.54	1.71	1.73
VC	1.89	1.72	1.93	1.94

Figure 8 - The % of 1s, 2s, 3s and 4s for VA SIAS reports 2009-2011

VA Schools 2009-2011 %	SJ	CC	CW	LM
Ones	39.71	53.83	39.58	41.99
Twos	48.28	38.92	49.74	43.44
Threes	11.61	6.99	10.55	13.91
Fours	0.40	0.26	0.13	0.66

Figure 9 - The % of 1s, 2s, 3s and 4s for VC SIAS reports 2009-2011

VC Schools 2009-2011 %	SJ	CC	CW	LM
Ones	26.82	37.91	23.60	26.64
Twos	57.82	52.61	59.62	54.22
Threes	14.88	9.00	16.49	18.10
Fours	0.48	0.48	0.29	1.04