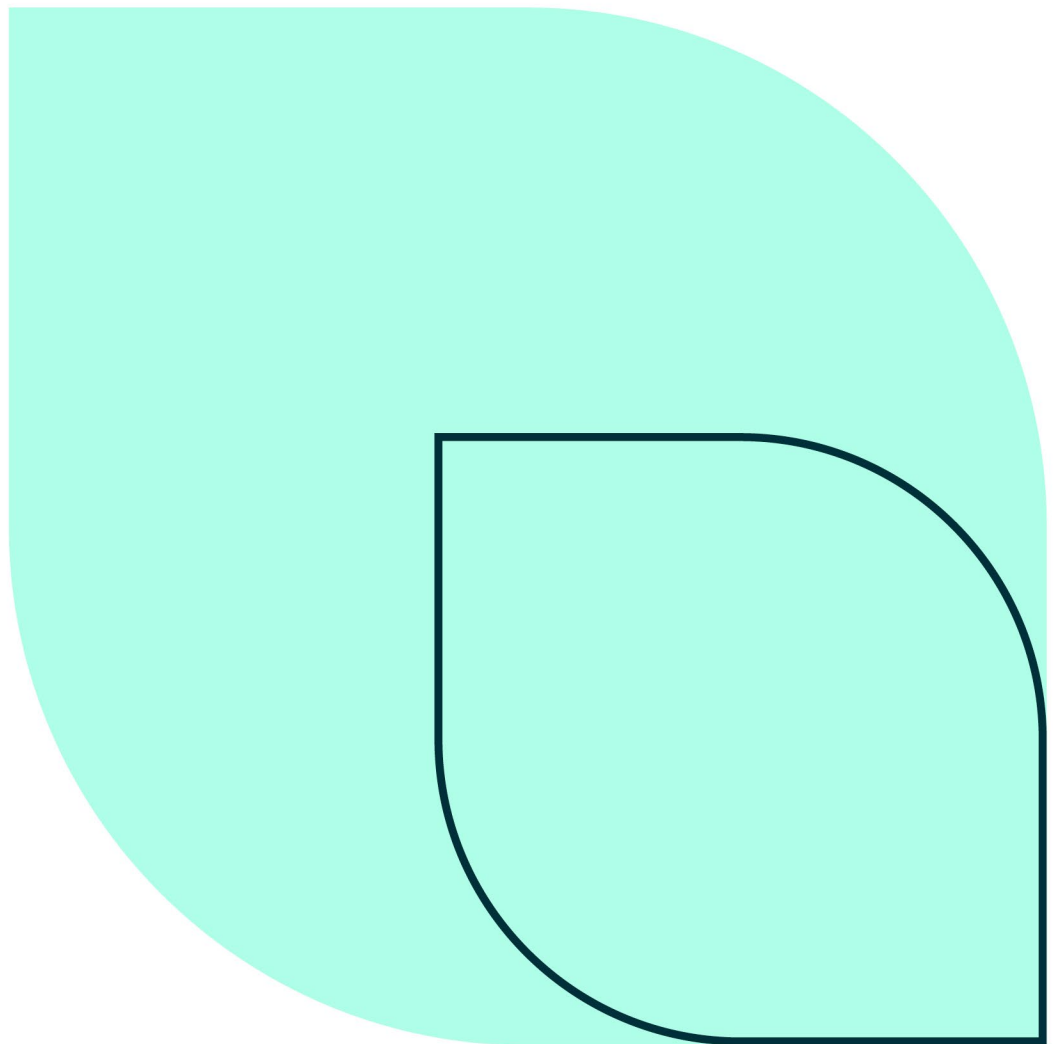




**Statutory Inspection of
Anglican & Methodist Schools**
National Society for Education

SIAMS Information for Schools

September 2025





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1. Scheduling and notification of SIAMS inspections

- 1.1. In 'ordinary times', schools can expect to have a Statutory Inspection of Anglican and Methodist Schools (SIAMS) inspection in the fifth year after the date of the previous inspection.
- 1.2. In March 2020, the requirement for a section 48 inspection was suspended as part of Covid-19 legislation. After the reintroduction of inspections in the Autumn 2021, the DfE made SIAMS subject to a temporarily different scheduling requirement.
- 1.3. Until all schools have received their first SIAMS inspection in the 'post-Covid' suspension years, legislation requires that inspection will be carried out within eight years of the date of the previous inspection. Thereafter, scheduling will return to a five-year cycle.
- 1.4. In general, under the revised legislation, SIAMS inspections will take place between one and two years after the academic year in which they would have taken place before the Covid-related suspension.
- 1.5. There will, however, be some inspections that fall outside of this general principle.
- 1.6. To aid transparency for all involved in SIAMS inspection, a list of the schools that are expected to be inspected in an academic year will be published on an annual basis until all schools have been through their first cycle of inspection. The list will be published on the SIAMS website in or before the summer term.
- 1.7. The list will not be published in chronological order or according to the term within which an inspection will take place, and nothing should be read into the position of a specific school on the list.
- 1.8. This policy comes with the caveat that the list is an 'expected' not a 'guaranteed' list. It is possible that extraordinary circumstances will lead to unannounced changes, but these will be avoided if possible. When changes need to be made to the List, they will be made as early in the academic year as possible.

Schools will be given five working days' notice of the date of their SIAMS inspection. Inspections will only be adjusted or deferred in exceptional circumstances. Please refer to the Inspection Deferral Policy, which is available on the [SIAMS section of the National Society for Education website](#)

2. SIAMS Framework and Diocesan/MAST Training

- 2.1. The 2023 SIAMS Framework marks a change in many aspects of inspection practice and reporting. Grades are replaced by judgements; the context of the school plays a central role; the impact of the trust, if the school is an academy, is scrutinised; and criteria are replaced by high level questions that have a focus on the impact of the school's theologically rooted Christian vision.



- 2.2. The Framework is available on the [SIAMS section of the National Society for Education website](#)
- 2.3. Diocesan boards for education/diocesan education teams/Methodist Academies and Schools Trust (MAST) are responsible for the provision of training for schools, and trusts where relevant and appropriate, in matters related to SIAMS. Please contact your local diocesan team direct for further information.

3. SIAMS Self-Evaluation

- 3.1. The key purpose of ongoing self-evaluation is to enable a school to reflect meaningfully on the impact of its vision, policy, and practice. It is, first and foremost, a process that is for the benefit of the school community and will be most useful when conducted in a rigorous, robust, and evidence-based manner.
- 3.2. Although not a statutory element of the SIAMS process, where in place, self-evaluation makes a significant contribution to a thorough, accurate and insightful inspection.
- 3.3. It can refer to provision but should have an overwhelmingly evaluative focus on impact in order to be of maximum use to the school in its routine work.
- 3.4. Schools are asked to make whatever self-evaluation they have available to inspectors. It is unlikely, however, that inspectors will have time to read a lengthy self-evaluation document that covers several years of the school's work. If schools can highlight, focus, or abridge a lengthy document, this will enable inspectors to focus on the most recent and relevant parts of the school's work. There is no expectation, however, that a summary version of a self-evaluation document is produced.

4. Step-by-Step Guide to the Inspection Process

- 4.1. One week before the inspection
 - 4.1.1. Five working days before the date of the inspection, the school will be contacted by a member of the National SIAMS Team to inform them of the date of the inspection and the name of the inspector. This communication will take the form of a telephone call, usually in the morning.
 - 4.1.2. If the SIAMS Team is unable to make contact by telephone, they will send an email with details of the inspection, requesting confirmation of receipt.
 - 4.1.3. Later the same day, the inspector will contact the school to speak with the headteacher or, in their absence, to the most senior member of staff available. This may be a telephone or a video call, as per the school's preference. The discussion will include the following areas.
 - The school's Christian vision and its theological roots
 - Information about how the school is organised
 - Information about the leadership and governance structure
 - Key partners and collaborations, including church/es
 - Number on roll (NOR)
 - Planned admissions number (PAN) and number of church places (VA only)



- Number of pupils currently withdrawn from RE and from collective worship (if any). Number of families this represents.
- Information about RE (if not outlined in policy or on website). How RE is organised, who teaches RE, syllabus followed, additional resources
- Information about collective worship (if not outlined in policy or on website). How it is organised, who manages it.
- Information about the school's approach to spirituality.
- Contextual factors:
 - o Special Educational Needs and Disability (SEND) - above/below/in line with national averages
 - o Disadvantage- above/below/in line with national averages
 - o Ethnic diversity of the school pupil population
 - o Number and percentage of pupils who speak English as an additional language
 - o Level of pupil mobility
 - o Number and percentage of children from service backgrounds
 - o Attendance - percentage year to date/previous 12 months
 - o Persistent absence - percentage year to date/previous 12 months
 - o Exclusions- year to date/previous 12 months - number
 - o Faith admissions - number/percentage
 - o Staff turnover, stability and recent significant appointments
 - o Significant events in the life of the school, including trauma, bereavement

4.1.4. The inspector will ask the school to forward relevant self-evaluation and other initial sources of evidence, on the day of notification, including the school's safeguarding procedures. This will enable the inspector to write the pre-inspection plan (PIP). Inspectors will not ask schools to send information on non-working days.

4.1.5. The inspector will also discuss the draft timetable and will ask the headteacher to begin to draw together some elements of the inspection day(s). This will consist of a number of meetings that will largely provide opportunities for discussions about the evidence that the inspector needs in order to be able to answer all of the Inspection Questions. It is likely therefore that the draft timetable will need to change before it is finalised later in the week, in light of the inspector's initial scrutiny of evidence. A copy of the SIAMS timetable guidance that the inspector will share with the school is included in Appendix 1.

4.2. During the week before the inspection

4.2.1. Once the inspector has received the school's evidence, they will write the PIP which will include details of the evidence on which the inspector believes they need to focus. This is in order to be transparent and that the school may be clear about what is wanted. The inspector will use the evidence provided by the school, as well as the school website and other publicly available information.

4.2.2. Representatives from the diocesan education team and/or MAST as well as representatives from the MAT (if applicable) and members of the local church will be spoken to either prior to the inspection or on the day of the inspection as part of the evidence-gathering process. The inspector will contact them.



4.2.3. The inspector will email the PIP to the school 48 hours before the start of the inspection.

4.2.4. The day before the inspection, the inspector will telephone the headteacher to clarify their understanding of the PIP, so that the inspector can answer any questions, and finalise the timetable.

4.3. The day of the inspection

4.3.1. The inspector will plan to be in the school by 8am and to leave by 6pm.

4.3.2. The school should ensure that the inspector has a private place to work.

4.3.3. At the end of the inspection day, the inspector will provide the school with the provisional judgements, provisional strengths, and provisional development points, which are subject to quality assurance. Please note: judgements and development points are provisional, and they may change during the quality assurance process.

4.3.4. Representatives from the diocesan education team and/or MAST together with the MAT CEO (if applicable) may be invited by the school to attend the final feedback meeting, either in person or via a video link.

4.3.5. The outcome of the inspection remains confidential to the school team and those present at the final feedback until the final report has been received. This is because of the need for outcomes to be confirmed through the QA process.

4.3.6. The inspector will outline the timescale and protocol for the school's receipt of the draft report for factual accuracy checks.

4.3.7. Should the school wish to raise a concern that it has not been possible to resolve on the day of the inspection, or which they have not felt comfortable raising during the final feedback, they should follow the SIAMS Complaints Policy, which is available on the [SIAMS section of the National Society for Education website](#)

4.4. After the inspection

4.4.1. If, during the quality assurance process, it is deemed that the judgement to text match is insecure, the inspector will make the appropriate changes to the judgements and will inform the school immediately.

4.4.2. Once the quality assurance process is complete, the inspector will send the draft report to the headteacher for a factual accuracy check. If it is anticipated that there will be a delay to this timeline, the inspector will contact the headteacher to alert them to this. The school should respond to the receipt of the draft report within two working days of receipt. At this stage, only factually inaccurate amendments will be made (such as names, addresses), unless the inspection is subject to a complaint.

4.4.3. If the inspection is subject to a complaint when the draft report is received, or if the school decides at that point that they intend to raise a complaint, they should follow the appropriate policy and not accept the draft report.



4.4.4. Once the report has been finalised, it should be published on the school's website.

4.5. Quality Assurance and Inspector Training

- 4.5.1. There is a national SIAMS Quality Assurance (QA) Team. Members of this team quality assure all reports prior to their publication.
- 4.5.2. All registered inspectors receive regular training in inspection practice, knowledge, and skills. If necessary, new inspectors are trained every year in order to increase the inspector workforce.
- 4.5.3. As part of the new inspector training programme, inspectors are required to 'shadow' experienced registered inspectors so that they have the opportunity to observe SIAMS inspection in practice.
- 4.5.4. Inspectors who are still undergoing training and who join an inspection as a 'shadow' will play no part in the inspection itself and will act as a *silent* observer. Their focus is entirely on observing and on learning. Therefore, if there is a 'shadow' present at your inspection, you are not being inspected by two inspectors.
- 4.5.5. Before being registered to inspect alone, all inspectors must also carry out an assessed first inspection. Inspectors are joined by a QA assessor on this first inspection.
- 4.5.6. The role of the assessor is to monitor and assess the performance of the inspector and not to routinely act as a second inspector of the school. The assessor will act as an *engaged* observer as, at times, they may need to intervene to ensure that the school experiences a full and fair inspection. This may mean that the assessor occasionally adds to the questions being asked by the inspector.
- 4.5.7. Assessors will maintain communication with headteachers during an assessed first inspection in order to check that the headteacher is satisfied with the process and conduct of the inspection.
- 4.5.8. All registered SIAMS inspectors are also subject to routine quality assurance of their inspection practice (QAI) and will therefore, on occasion, be accompanied by a quality assurance inspector. QAI does not mean that a school is being inspected by two inspectors and the focus of the QAI activity is entirely on the practice of the inspector.
- 4.5.9. When a member of the National SIAMS Team telephones the school to notify them of the date of their inspection, they will let the headteacher know whether their inspection is a shadow, an assessed first inspection, or a QAI inspection. They will answer any questions that the headteacher may have.

5. Safeguarding

- 5.1. SIAMS inspectors carry, and must display at all times, an identification badge issued by the National Society for Education. At times, this will be in the form of a digital badge.
- 5.2. This badge is only issued once inspectors have valid (within three years) DBS clearance, and inspectors should not be asked to produce additional proof of a current DBS.



- 5.3. The inspector will request safeguarding protocols are emailed following the initial call to the school.
- 5.4. Inspectors should adhere to school safeguarding protocols, including those for raising a concern, so these should be shared by the school at the earliest possible opportunity.

6. Professional Courtesy and Inspection in a Christian Manner

- 6.1. Members of school teams can expect to be treated professionally, and with dignity and respect, at all stages of a SIAMS inspection. Their school knowledge and expertise is an important element of any SIAMS inspection, and inspectors will always be keen to listen and to understand the context of the school.
- 6.2. Specifically, in a SIAMS inspection, inspectors are tasked with inspecting in a Christian manner, without fear or favour. Therefore, they will at all times:
 - 6.2.1. inspect with competence and wisdom
 - 6.2.2. treat others with dignity and respect
 - 6.2.3. communicate clearly and with empathy
 - 6.2.4. gather evidence rigorously and *with* school leaders
 - 6.2.5. maintain confidentiality
 - 6.2.6. uphold safeguarding
 - 6.2.7. act with integrity.
- 6.3. It is expected that members of school teams will reciprocate in the way in which they treat the inspector, acting courteously and professionally, and maintaining purposeful and productive communication throughout the process.
- 6.4. Schools are particularly asked to do the following.
 - 6.4.1. Work with the inspector to enable them to carry out their visit in an open, honest, and impartial way.
 - 6.4.2. Recognise that, on occasions, the inspector will need to observe practice and talk to staff and others without the presence of a manager/senior member of staff.
 - 6.4.3. Work with the inspector to minimise disruption, stress and bureaucracy providing evidence – or access to evidence – in a manageable way.
 - 6.4.4. Ensure the health and safety of the SIAMS inspector while they are on the premises.
 - 6.4.5. Keep the outcome of the inspection confidential to the school team and those present at the final feedback until after the report has been quality assured.
 - 6.4.6. Bring any concerns about the inspection to the attention of the inspector in a timely and suitable manner.



Appendix 1 – Guidelines for School Timetable (one day inspection)

Notes for the headteacher

- The inspector will ask the headteacher to create a first draft of a timetable in light of their discussion during the initial call. They will give a date by which it should be returned.
- This will be a draft timetable only – a starting point - and the inspector may need additional/fewer meetings and/or for timings to be amended.
- The inspector is likely to need to speak with all/most of the people and carry out all/most of the activities listed in the table below.
- Timings, as well as meetings, are suggested, and will be finalised by the inspector depending on the evidence that they need to gather to answer each Inspection Question. The inspector may suggest combining these meetings if they think this might be helpful.
- The headteacher is not expected to be at every meeting. Usual practice is for the inspector to meet with pupil groups without an adult from school present.
- The inspector will need time for reflection as well as time to keep the headteacher up to date with how the day is going.
- The inspector will always ask if they need more evidence to answer the Inspection Questions.

Timetable guidance notes	
Activity- <i>ideally during the week before the inspection day</i>	Timing (up to) (minutes)
Representative from the diocese and/or Methodist Schools Trust	20
MAT trustees (and CEO) This is to enable me to understand trustees' strategic leadership of the vision shaped work of the school and the intended impact of their monitoring and evaluation.	25
Representative/s from the church (<u>only</u> if unavailable on the day of the inspection) This is to enable me to explore the partnership working and its intended impact.	20
Activity- <i>on the inspection day</i>	Timing (up to) (minutes)
No fewer than 3 representative groups of pupils (more if time allows). The purpose is to discuss the impact of the vision and IQs. At least one group will need to bring their RE work. School staff should not, typically, be present. I may also require an additional group which we can arrange on the day.	20-30 per group



There will be a particular emphasis on what it is like to be a pupil in this Church school and the impact on them of leaders' decisions and provision.	
Governors – as many as are available/specific requests of inspector. No staff governor if I am meeting separately with staff. This is to enable me to understand governors' strategic leadership of the vision shaped work of the school and the intended impact of their monitoring and evaluation.	30
HT/SLT to discuss vision and IQs- preferably early in the day. I will explore provision and intended impact as well as the outcomes of monitoring and evaluation activity.	45
Staff – range of roles, responsibilities, length of service. This is to enable me to understand the impact of the school's vision on staff and explore the intended impact of their work for pupils.	30
RE Lead/Head of Department – to include work scrutiny with RE Lead –I will give guidance in the PIP.	40
Collective worship lead. This is to enable me to understand the school's provision and intended impact.	20
Act of collective worship (Inspector will also need 5 minutes after collective worship to reflect on it)	15-20 5
Parents – selection to be discussed, no parent governor or parents who are staff members – they are invited to governor and staff meetings instead. This is to explore their views of the impact of the school's vision driven work.	20 +
Representative/s from the church. This is to explore the partnership working and its intended impact.	20
Learning walk – of learning environment and to see RE learning if this is taking place* (I will either do this alone or accompanied by school leader/s) There will be a particular emphasis on gathering evidence from pupils on what it is like to be a pupil in this Church school and the impact on them of leaders' decisions and provision. I may also ask to explore aspects of the school environment in further depth. (*There is no expectation for schools to change normal timetable arrangements)	30 -40
Social/ informal/unstructured times e.g., breaktimes, start/end day. There will be a particular emphasis on gathering evidence from pupils on what it is like to be a pupil in this Church school and the impact on them of leaders' decisions and provision.	20-30
Meeting with SENDCo, inclusion/pastoral lead etc I will explore provision and intended impact as well as outcomes of monitoring and evaluation activity.	20



SIAMS Inspection Timetable-One Day

School name:		Inspection date:	
Time	Inspection Activity	Inspector's notes – timings, people to be included, work scrutiny details etc	
8am	Arrival at school and introductions	10 mins	
	Inspector's lunch	20	
	Inspector reflection time before mid-point update to headteacher	30	
	Mid-point update to headteacher and another school leader at headteacher's discretion	20	
	Inspector reflection and document review	30	
	Inspector final reflection on judgements & briefing/feedback prep	30	
	Headteacher, another school leader and inspector – final briefing	20	
	Inspector – final prep	10	
	Final feedback (typically to include HT, CofG, foundation governors, diocesan rep/MAST rep, MAT rep, and others at the discretion of the inspector)	20	
No later than 6pm	Inspector leaves school		



Appendix 2 – Guidelines for School Timetable (two-day inspection)

Notes for the headteacher

- The inspector will ask the headteacher to create a first draft of a timetable in light of their discussion during the initial call. They will give a date by which it should be returned.
- This will be a draft timetable only – a starting point - and the inspector may need additional/fewer meetings and/or for timings to be amended.
- The inspector is likely to need to speak with all/most of the people and carry out all/most of the activities listed in the table below spread over the two days.
- Timings, as well as meetings, are suggested, and will be finalised by the inspector depending on the evidence that they need to gather to answer each Inspection Question. The inspector may suggest combining these meetings if they think this might be helpful.
- The headteacher is not expected to be at every meeting. Usual practice is for the inspector to meet with pupil groups without an adult from school present.
- The inspector will need time for reflection as well as time to keep the headteacher up to date with how the day is going.
- The inspector will share findings at the mid-point update which will be at the end of the first day of the inspection.
- The inspector will always ask if they need more evidence to answer the Inspection Questions.

Timetable guidance notes	
Activity- <i>ideally during the week before the inspection days</i>	Timing (up to) (minutes)
Representative from the diocese and/or Methodist Schools Trust	20
MAT trustees (and CEO) This is to enable me to understand trustees' strategic leadership of the vision shaped work of the school and the intended impact of their monitoring and evaluation.	25
Representative/s from the church (<i>only if unavailable on the day of the inspection</i>) This is to enable me to explore the partnership working and its intended impact.	20



Activity- <i>on the inspection days</i>	Timing (up to) (minutes)
No fewer than 3 representative groups of pupils (more if time allows). The purpose is to discuss the impact of the vision and IQs. At least one group will need to bring their RE work. School staff should not, typically, be present. I may also require an additional group which we can arrange on the day. There will be a particular emphasis on what it is like to be a pupil in this Church school and the impact on them of leaders' decisions and provision.	20-30 per group
Governors – as many as are available/specific requests of inspector. No staff governor if I am meeting separately with staff. This is to enable me to understand governors' strategic leadership of the vision shaped work of the school and the intended impact of their monitoring and evaluation.	30
HT/SLT to discuss vision and IQs- preferably early in the day. I will explore provision and intended impact as well as the outcomes of monitoring and evaluation activity.	45
Staff – range of roles, responsibilities, length of service. This is to enable me to understand the impact of the school's vision on staff and explore the intended impact of their work for pupils.	30
RE Lead/Head of Department – to include work scrutiny with RE Lead –I will give guidance in the PIP.	40
Collective worship lead. This is to enable me to understand the school's provision and intended impact.	20
Act of collective worship (Inspector will also need 5 minutes after collective worship to reflect on it)	15-20 5
Parents – selection to be discussed, no parent governor or parents who are staff members – they are invited to governor and staff meetings instead. This is to explore their views of the impact of the school's vision driven work.	20 +
Representative/s from the church. This is to explore the partnership working and its intended impact.	20
Learning walk – of learning environment and to see RE learning if this is taking place* (I will either do this alone or accompanied by school leader/s) There will be a particular emphasis on gathering evidence from pupils on what it is like to be a pupil in this Church school and the impact on them of leaders' decisions and provision. I may also ask to explore aspects of the school environment in further depth.	30 -40



(*There is no expectation for schools to change normal timetable arrangements)	
Social/ informal/unstructured times e.g., breaktimes, start/end day. There will be a particular emphasis on gathering evidence from pupils on what it is like to be a pupil in this Church school and the impact on them of leaders' decisions and provision.	20-30
Meeting with SENDCo, inclusion/pastoral lead etc I will explore provision and intended impact as well as outcomes of monitoring and evaluation activity.	20
Two-day VA secondary school inspection-additional details	
Act of collective worship-on both days Learning walk-on both days Pupil meetings-on both days, to cover separate groups from each Key Stage, including, Key Stage 5 where a school has a Sixth Form. These meetings will cover all the IQs. The inspector will make it clear which groups need to bring their RE books/files. Any necessary changes to the day two timetable will be discussed at the end of day one and finalised in the morning update meeting on day two	



SIAMS Inspection Timetable- Two Day Inspection (Day One)

School name:		Inspection date:	
Time	Inspection Activity	Inspector's notes – timings, people to be included, work scrutiny details etc	
8am	Arrival at school and introductions	10 mins	
	Inspector's lunch	20	
	Day one update meeting with headteacher	10	
	Inspector reflection time before mid-point update to headteacher	30	
	Mid-point update to headteacher and another school leader at headteacher's discretion to include discussion about possible timetable changes for day two	30	
No later than 6pm	Inspector leaves school		



SIAMS Inspection Timetable- Two Day Inspection (Day Two)

School name:		Inspection date:	
Time	Inspection Activity	Inspector's notes – timings, people to be included, work scrutiny details etc	
8am	Arrival at school and overview of day two timetable with headteacher following midpoint update at the end of day one	10 mins	
	Inspector's lunch	20	
	Day two update meeting with headteacher	10	
	Inspector final reflection on judgements & briefing/feedback prep	30	
	Headteacher, another school leader and inspector – final briefing	20	
	Inspector – final prep	10	
	Final feedback (typically to include HT, CofG, foundation governors, diocesan rep/MAST rep, MAT rep, and others at the discretion of the inspector)	20	
No later than 6pm	Inspector leaves school		

