



SIAMS



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SIAMS - The Diocese of
Salisbury



SIAMS Framework

Our church schools are subject to a SIAMS inspection, generally every 5 years. The current SIAMS framework, asks questions about the work and influence of the Trust in relation to developing the distinctiveness of its schools.

The Programme for Church School Flourishing, captured here on this site, is all designed to support our schools in meeting the expectations of the inspection framework, as we look to deliver flourishing church schools. What follows here is our self-evaluation in relation to the specific questions relating to the Trust. It is envisaged that all our schools will be able to use this page for inspectors, without the need for everyone to write their own version of this within their own self-evaluation document. We trust that inspectors will find this helpful in gaining a view of the Trust's work with its schools.

Flourishing relationships within the Diocese of Salisbury Academy Trust

A self-evaluation of the Trust dividend in developing flourishing church schools – what we call ‘thriving Christian learning communities’ (to answer specific questions from the SIAMS framework relating to the impact of the Trust)

Our DSAT Prayer

which captures who we are, and what we are doing here

Dear Father God,

Thank you for our family of schools.

Thank you for what we can achieve together.

Help us all to flourish in everything we do,

To go beyond expectations every day,

As we serve each other in love and in your strength.

In Jesus' name

Amen

As a Trust, we hold one another to account for developing flourishing church schools. Our vision is for the creation of thriving Christian learning communities. We are proud of our Christian tradition.

- Our Trust vision statement can be found here: <https://www.dsat.org.uk/vision-values/>
- Our Governance arrangements can be found here: <https://www.dsat.org.uk/governance>
- Case studies relating to our flourishing church schools can be found here: <https://www.dsat.org.uk/flourishing-church-schools/>

[Our offer for Church School Flourishing can be found here](#)

IQ1d We believe that the vision of our Trust resonates with our school's theologically rooted Christian vision in a way that enhances the work of each of our schools and their Christian foundation.

As a Trust, we develop the golden thread of flourishing through our biblical foundation.

'I can do everything through Christ, who gives me strength.' Philippians 4:13

In all that we do for the children in our care, we hold this biblical text has our guiding inspiration. Taken from Paul's letter to the church in Philippi, we are reminded of the challenges we all face, the need for strength that is outside of ourselves, but the great joy we can experience in everything we do.

Paul faces real challenges (1:7,13) but he learns to persevere; he keeps communicating and helping others to learn (1:9). He recognises that he cannot do this on his own. He needs the support of others ('Your care for me has flourished again - 4:10), and above all he needs strength that is outside of himself - there is nothing that he cannot do, but only with the help and strength of others, and of God (4:13). From a place of challenge, he achieves more than we might ever have thought possible – he goes 'beyond expectations' (3:14). In all of this, the main theme of Paul's letter is JOY – 'Rejoice in the Lord always. Again, I will say, rejoice!'

We want to be joyful; we want to thrive; we want to flourish in everything we do. Yet the challenges we all face every day are so real and sometimes we feel weak. We believe there is nothing we cannot do because we are able to find help and strength in God and in each other. What we are not able to achieve alone, we can do together. In fact, we can go *'beyond expectations for all of God's children'*.

Paul spoke of being 'poured out' in service (2:17). In our vision statement, we say that 'Christian service is at the heart of all we do'. As a Trust we seek to do everything for the good of our children, from the highest motive possible - living out our vision and values in a sacrificial and unselfish way, with a servant heart. Children and young people are truly at the heart of all we do. We are about inspiring young people to develop academically and spiritually, not for personal reward but for the higher moral purpose of developing character, inspiring learning and living life to the full.

IQ2e We believe that being part of the Trust enhances the curriculum offer of each of our schools.

Though it is the smallest of all seeds, when it grows it is the largest of garden plants and becomes a tree.'
Matthew 13:31-32

Leaders in our Trust are empowered by the Trust to shape school-wide approaches, through collaboration, that leads to educational flourishing for all. We provide resources to support this curriculum development and offer significant expertise to our schools. At all times we encourage spiritual development throughout all areas of the curriculum.

As a Trust we believe that we advocate an approach with the aim of ensuring that every school is providing a high-quality curriculum for its pupils, and we provide extensive CPL to support this approach. In terms of content and coverage, all schools in our Trust are expected to offer a broad and balanced curriculum which includes all National Curriculum subjects and programmes of study.

We provide curriculum documentation across the curriculum to support schools with their curriculum development. Whilst we do not standardise the curriculum, and we are mindful that the individual context of each school, we have some clear standard approaches and expectations for all schools. The biblical foundation and Christian vision of the school, intertwined with that of the Trust, is a driver for curriculum design and the impact that this has on pupils' academic and spiritual growth.

As a Trust, we believe that we enhance and enrich all our schools' curriculum provision through:

- Effective curriculum design and implementation within our Christian context and undertaking self-evaluation against these.
- Sharing best practice and current approaches to curriculum development.
- Discussing and sharing effective strategies to address intent, implementation, and impact.
- Investigating evidence-based research and exploring new initiatives.
- Encouraging research initiatives and Hub collaboration.
- Undertaking reflective and evaluative activities linked to monitoring impact on learning and outcomes over time.

As a Trust, we believe that we ensure that every school provides a high-quality curriculum tailored to the needs of its pupils. We ensure;

- The biblical foundation of every school and children's social emotional and spiritual development are embedded and form a golden thread through an inclusive curriculum that every child can access
- A curriculum that meets the context of the school
- An underpinning of clear skills and progression and knowledge that builds on prior learning, is coherently planned and sequenced
- Clear emphasis on the importance of modelling, scaffolding, and feedback to enable pupil progress - underpinned by an awareness of individual pupil needs
- Staff have time and are enabled to flourish through discussing, reflecting, and deepening subject knowledge, embedding their understanding of the knowledge and skills needed in different subject areas
- A culture of continuous improvement and regular reviews through AIMS, carried out in collaboration with the school, to monitor progress and impact
- The curriculum is underpinned by strong assessment processes. Alongside all other curriculum subjects, as a Trust we ensure that the RE curriculum is well sequenced, in that it prepares children with the prior knowledge that they need for subsequent topics. This includes content, concepts, and vocabulary that is challenging, relevant, accurate, and diverse.

As part of 'DSAT Collaborate', our institute for professional learning, growth and research, we provide Collaborative Professional Learning (CPL) for our schools in all areas of the curriculum. The programme is research-based, using evidence from Academy Improvement Meetings and Church School Flourishing visits. Academy Improvement Meetings take place in line with our Trust Improvement Model and each school receives at least a yearly visit from a member of the Church School Flourishing team, who are equipped, accredited and evaluated by the Diocesan Board of Education.

IQ3e We believe that the Trust contributes to and enhances the worship and spiritual life of each of our schools.

'Let the little children come to me and do not hinder them, for the kingdom of God belongs to such as these.' Mark 10:14

In the following ways

- Through our on-going annual cycle of Flourishing Visits and our monitoring of worship and spiritual development.
- Ensuring spiritual development is an intrinsic part of the school curriculum offer.
- Placing great value on collective worship in all our dealings with schools, promoting worship that is inclusive, inspirational, and invitational.
- The CEO models the delivery of effective collective worship through online and face-to-face acts of collective worship.
- The theologically rooted Christian vision and the foundation of the school shape worship and spirituality for all through the Trust Church School Flourishing approach.

- Access to expertise and support for church schools including the development of spiritual leadership, collective worship, social, moral, spiritual and cultural education.
- Trust wide services throughout the academic year - in the cathedral, other churches and online.
- Creating spiritual reflection opportunities within worship and CPL.
- Spiritual reflection and worship as part of the Trust-wide INSET day.
- All key communications containing a spiritual thought/reflection, as well as a prayer for people to use.

IQ4e We believe that the Trust contributes to and enhances the wellbeing of pupils and adults, ensuring that they are all treated well.

'He makes me lie down in green pastures, he leads me beside the still waters, he restores my soul.' Psalm 23

Through the following approaches

- A Trust-wide wellness strategy that supports and promotes positive wellbeing and flourishing of all in our Trust family.
- Our theologically rooted Christian vision which guides us to live well together in an inclusive, dignified, and equitable culture; reflected within our policies, protocols, and procedures.
- The Trust will champion the needs of its children, especially the most vulnerable, in order to secure better provision for their mental, spiritual and academy well-being.
- With the limitations on external services, and the increase in social and health needs, the Trust works with its leaders, particularly in Hubs, to identify what additional provision can be put in place to support the wellness of children.
- Through high quality surveys and other means, the views of all stakeholders are sought and valued to make contributions to school improvement.
- Investing in relationships at all levels, knowing our schools, recognising that relationships are integral to the wellness of those within our Trust community.
- A high-quality CPL offer that supports and values the growth of staff at all levels.
- The Trust provides a package of welfare and lifestyle benefits that are accessible to all staff.
- All schools are recognised and celebrated.

IQ5d We believe that the Trust impacts positively on the culture of all our schools.

'As each part does its own special work, it helps the other parts grow so that the whole body is healthy and growing and full of love.' Ephesians 4:11-16

By these means

- Our Trust culture is evident in all we say and do; it is in line with our vision and impacts significantly on our schools.
- We have exceptionally strong relationships across the Trust. The executive team and DSAT Services team know our schools well and show the value in which we hold them. This in turn influences the way our schools work with their staff, their parents and their children.

- Our Trust culture is one where all staff are expected and supported to go 'beyond expectations for all of God's children'.
- Teams to develop a level of relational trust which enables us to be transparent about our areas of development
- There is a long-term strategic vision for sustaining development, improvement, and growth.
- Collaboration is at the heart of all we do, there is genuine welcome, dignity, and respect.

IQ6c We believe that school and Trust leaders ensure that religious education is well-resourced and that CPL for staff has an impact on the effectiveness of the curriculum.

'Therefore, everyone who hears these words of mine and puts them into practice is like a wise man who built his house upon the rock.' Matthew 7: 24

The Trust ensures the RE curriculum covers substantive content and concepts, to allow our children to form the bigger picture of the place of religion within the world, with a particular focus on Christianity.

RE teaching in our schools is grounded in academic study. The Trust ensures that all our children do not develop misconceptions about those who consider themselves to have religious faith and those who say they have none. Our schools use several recommended vehicles to support learning in RE, including 'Understanding Christianity', and 'The Emmanuel Project'. Each school crafts their RE curriculum according to the context and needs of the children in their care. We also recommend that RE leaders attend regular training provided by the Diocesan Board of Education and every school must ensure that the recommended time is spent on the direct teaching of RE. This ensures quality and ambition in relation to the RE curriculum offer, closely monitored by RE Leaders, Senior Leaders, and our fully trained group of Leaders for Church School Flourishing, who work closely alongside our schools to enable and enhance their flourishing.

Through close monitoring, the Trust ensures that, led by the RE Leaders, teachers plan for children to learn 'ways of knowing', which are specific to certain content, for example, how to interpret religious texts, such as the Bible, so they have a deep understanding and respect of Christianity alongside other world faiths and religions.

As a Trust, we encourage the appropriate assessment of RE. Formative assessment is used to identify gaps in knowledge and summative assessment is used to see how the RE curriculum as a whole has been learned and remembered, supported by quizzes, pupil conferencing and constantly referring to prior knowledge.

- The Trust invests in high quality CPL that ensures that the professional development of all staff effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.
- Staff teaching RE have high-quality pedagogy and have on-going access to further CPL.
- We implement professional development programmes with care, taking into consideration the context and needs of each school, gathered from visits, and direct feedback from school leaders.

- Impact of RE is captured through Church School Flourishing team visits which take place annually.