

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Chad's Church of England Primary Academy

Northolme Avenue West Park Leeds LS16 5QR

Current SIAMS inspection grade	Outstanding
Diocese	Leeds
Previous SIAMS inspection grade	Outstanding
Date of academy conversion	6 November 2014
Name of multi-academy trust	Abbey Multi Academy Trust
Date/s of inspection	19 January 2018
Date of last inspection	24 June 2013
Type of school and unique reference number	Primary Academy 141521
Headteacher	Ashleigh Dunn
Inspector's name and number	Lorraine Hanson 769

School context

St Chad's is an average sized primary school with 210 pupils on roll, plus a 32-place nursery. The school serves a diverse community. The proportion of pupils who speak English as an additional language is broadly average. The proportion of pupils known to be eligible for pupil premium is below average, as also is the proportion of pupils with a statement of special educational needs or disability. The school became part of the Abbey Multi Academy Trust on 6 November 2014. The headteacher was appointed to her role in November 2017 after being head of school for just over a year. A new senior leadership team is in place since the last inspection.

The distinctiveness and effectiveness of St Chad's as a Church of England school are outstanding

- The exceptional leadership of the headteacher, school leaders and governors, ably supported by staff and clergy promote a shared vision founded on distinctively Christian values and clear Christian purpose.
- Distinctively Christian values of generosity, compassion, courage, perseverance, service and truthfulness are woven throughout the curriculum and life of the school, impacting positively on pupils' academic achievement and their exemplary behaviour.
- Deep caring relationships and mutual respect are very effectively fostered at all levels through the Christian family environment in the school.

Areas to improve

- Raise standards of teaching and learning in RE by supporting staff and responding to monitoring findings of the new syllabus, to promote improved achievement to meet the new expected outcomes.

The school, through its distinctive Christian character, is outstanding at meeting the needs of all learners

St Chad's is a school proud to proclaim its distinctive Christian ethos, which permeates all aspects of school life. The core Christian values of the school underpin the ethos and include generosity, compassion, courage, perseverance, service and truthfulness. Each of their twelve Christian values is focused on over a two year rolling programme. Parents support children with understanding the Christian values through suggested activities followed up at home. The school community recognise the significant, positive impact these values have on pupils, enabling them to thrive in their personal development and their academic achievement. The positive behaviour system relates directly to the school's mission statement, which is displayed in every classroom. Pupils recognise how the Christian values help them to make good choices, enabling them to flourish in their attitudes and behaviour, which are exemplary. Pupils' attendance is above average. Deep caring relationships and mutual respect are very effectively fostered at all levels through the Christian family environment in the school. Older pupils support younger ones as buddies for new starters. This is an inclusive school, which celebrates and very effectively draws on the cultural and religious diversity of the school population. For example, a parent led an assembly on the Muslim festival of Eid and during a multi-cultural week parents brought in food from a wide range of cultural backgrounds. Pupils readily take on responsibilities and play an active role in school life, for example as junior leaders and worship crew. Pupils feel part of and a sense of responsibility regarding the global community and this is promoted through the school's commitment as a Fairtrade school. The Christian character of the school has a significant impact on pupils' spiritual, moral, social and cultural development. Attainment for most pupils is at the standard expected for their age and progress is mainly positive. Pupils join the school with just below average achievements and progress well during the early years. By the end of key stage 1 attainment of pupils is at the expected level. By the end of key stage 2 the proportion of pupils achieving the expected standard is above national average for the combined subjects of reading, writing and maths. However, fewer than average middle-attaining pupils reached the highest standards in 2017. Plans are now in place to provide further support for this group. Disadvantaged pupils are effectively supported and the majority of pupils across the school make similar rates of progress to their peers.

The impact of collective worship on the school community is outstanding

Collective worship is highly valued, it is inclusive and central to school life. It inspires and impacts profoundly on pupil's exemplary attitudes and behaviour and the positive relationships across the school. Daily collective worship is meticulously planned within a clear structure, that includes the celebration of key Christian festivals. This enables pupils to develop an exceptional understanding of Christian traditions and clear understanding of the significance of Jesus in the Christian faith. At the gathering the leader says, 'The Lord be with you,' and the school answers, 'And also with you'. Three candles are then lit in turn and each is dedicated to God the Father, God the Son and God the Holy Spirit. This gives a strong focus on the Trinity and pupils show remarkable insight regarding this. One child commented, 'The Trinity means one God and three at the same time', and another added, 'The Holy Spirit is God's presence here in us'. The school focuses on one of their Christian values each half term. Courage is the current Christian value and this has a high profile in worship and in classes. Pupils reflect on questions, which enable them to relate the Christian values to their own lives. For example, a pupil explained, courage means being brave enough to stand up for what you believe in, even if that puts you at odds with others. Individuals, groups and classes regularly plan and deliver the whole, or significant parts of collective worship. Two key stage 2 pupils planned and led a whole school worship with a scenario about the importance of having the courage to tell the truth. A well-chosen Bible reading, illustrated Jesus' courage in telling the truth even when his life was in danger. Pupils reflected on what they had learnt and how they could apply this to their own lives. Pupils know a wide variety of worship songs, such as, 'Here I am Lord', which they sing joyously. They know the Lord's prayer and this is regularly offered in worship. Pupils' understanding of the range of faiths and denominations in the community has been strengthened through the involvement of the vicar of Chad's and Christian leaders from other denominations leading worship on a regular basis. This includes the minister from the Emmanuel Baptist Church and a pastor from the United Reform Baptist Church. The chaplain of Abbey Grange Secondary Academy also regularly leads worship in school. Pupils are fully engaged during worship, they demonstrate reverence and a keenness to participate. They enjoy participating in drama, dance, singing, prayer and Bible readings. Collective worship is evaluated by staff, governors, parents and pupils through written responses. Pupils can choose the element of worship which they have most enjoyed, through adding a counter to jars labelled prayer, singing, reflection and prayer. Pupils' groups such as the worship crew are particularly involved in supporting and evaluating collective worship. Their findings have led to improvements, such as more opportunities for pupils' participation in worship and the development of reflection areas in classrooms. Reflection areas in each classroom focus on the current Christian value. Prayer boxes are provided in communal areas and in some classrooms. Although prompts to promote a personal response in prayer are not present in every classroom. Class prayer books are made up of pupils' prayers. Some written at home, some as a class activity and some as a personal response. Prayers are offered at lunchtime and at the end of the school day. Pupils sometimes add their own line to a class prayer. Reflection and prayer make a major contribution

to pupils' spiritual development. A pupil commented, 'When I pray I know someone is always there for me'. Parents particularly appreciate the value the school puts on each pupil and the care that is given to them in school and also as they move onto high school. Year 6 pupils are blessed by name at their final service at St Chad's Church before they leave the school. Pupils are presented with an age appropriate Bible at the end of early years and as they leave school. Parents say they enjoy being part of school worship and attend in good number.

The effectiveness of the religious education is good

Pupils are excited and challenged by well planned religious education (RE). The new diocesan RE syllabus is being implemented since September. Staff are becoming familiar with the new materials and resources. Key staff have attended training events outside school regarding the new diocesan syllabus. The RE leader and diocesan adviser have led training in school for other staff and governors. Teaching is good, pupils say RE makes them think. Philosophy for children supports the development of pupils' skills through posing the 'big questions'. In a key stage 2 lesson, pupils reflected on, 'What kind of world does Jesus want?' Pupils were guided to think about how the Gospel impacts on Christians today and the work that churches do. Pupils work co-operatively, for example considering and discussing photographs of people that churches support, including refugees. Pupils listened to a modern-day story of forgiveness in a key stage 1 lesson, which was related to the Bible story of Zacchaeus. Pupils were able to relate this to their own lives and the importance of forgiving those who show they are sorry. A range of teaching styles are used, within a creative approach, for example through hot seating about the Christmas story. Pupils took the roles of Mary and Joseph and answered questions posed by other pupils. There is an appropriate balance between the teaching and learning of Christianity and other world religions. Pupils achieve in-line with expectations and sometimes higher. Pupils are confident to speak about their faith in school. For example, a Muslim boy spoke to his class about Islam. He said he felt confident to speak about his faith because the other children showed they were interested and asked questions at the end. All teachers plan and deliver RE, as also does a higher-level teaching assistant with expertise in this area. RE objectives are made clear in pupils' exercise books and marking is related to these objectives. Successes are identified and areas for development included in the form of RE learning points for pupils to follow up. Joint activities are recorded well in the class floor books through for example, pupils' responses on post-its and photographs. RE makes a good contribution to pupils' understanding of the Christian values and to pupils' spiritual, moral, social and cultural education. RE teaching and learning is enhanced through visits and visitors to school, including visits to local churches and places of worship of other faiths, such as a mosque and synagogue. Assessment of learning occurs throughout the year and progress is tracked, which informs planning. RE is monitored by the subject leader through lesson observations, pupil voice and moderation of work. The subject leader gives feedback to governors. RE is not yet outstanding because progress is not sufficiently strong, at present, to enable a greater proportion of pupils to attain the higher expectations for RE.

The effectiveness of the leadership and management of the school as a church school is outstanding

The exceptional leadership of the headteacher, school leaders and governors, ably supported by staff and clergy promote a shared vision founded on distinctively Christian values, with clear Christian purpose. School leaders and members of the school community articulate the positive impact the Christian values have on pupils' lives and on the whole school. The school mission statement, 'In the light of God, we care, we share, we laugh, we learn', encapsulates the motivation school leaders have for enhancing the education of each individual child in a Christian environment. The strong positive relationships with parents, local churches, the diocese, wider community and other church schools is mutually beneficial and promote pupils' understanding of their local and national communities. There is a strong partnership with St Chad's Church and the vicar is a regular visitor to school. Pupils demonstrate a good understanding of British values, which are related to the school's Christian ethos. Links with local faith communities are strengthened through the celebration of key festivals, visits to places of worship and a range of visitors to school. The two development points from the last inspection have been met. Good practice is shared through the well-established links with local Church of England primary and secondary schools and particularly through the Abbey Multi Academy Trust. Governors are well informed and active in school. They work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition. Governors have a clear picture of the school's strengths and areas for development and hold leaders to account. Safeguarding is effective and pupils feel safe in school. Collective worship and RE are well managed and leaders hold a clear vision of how to continue to move the school forward in these areas. RE and collective worship meet statutory requirements. Parents value the clear Christian ethos and values of the school. A parent commented, 'The Christian ethos is intrinsic to the education the school offers'. Another parent added, 'There is a great sense of community in the school, especially for families that are struggling'. Prayerful support for the school is given through the monthly prayer meeting for parents, which is held in school premises.