



CHURCH OF ENGLAND
ARCHBISHOPS' COUNCIL
EDUCATION DIVISION



The **Methodist Church** 

National Society Statutory Inspection of Anglican and Methodist Schools Report

<p>Shire Oak Church of England Voluntary Controlled Primary School Wood Lane Headingley Leeds LS6 2DT Previous SIAMS grade: Satisfactory Current inspection grade: Outstanding Diocese: West Yorkshire and the Dales Local authority: Leeds Dates of inspection: 6th July 2015 Date of last inspection: 22nd June 2011 School's unique reference number: 131570 Headteacher: Jane Astrid Devane Inspector's name and number: Lin Paisley 655</p>
<p style="text-align: center;">School context</p> <p>Shire Oak Church of England Voluntary Controlled Primary School has 209 pupils on roll and a slightly above average proportion of pupils are eligible for the pupil premium. An above average proportion of pupils are supported at school action but a below average proportion are supported at school action plus or have a statement of special educational needs. The proportion of pupils from minority ethnic groups is significantly above average. The school now has a stable, permanent and strengthened senior leadership team and has met the government's floor standards.</p>
<p style="text-align: center;">The distinctiveness and effectiveness of Shire Oak Church of England Voluntary Controlled Primary School as a Church of England school are outstanding</p> <ul style="list-style-type: none"> • Inspirational leadership driven by a clear Christian vision based on the core values of trust, love, compassion and respect encourage all who work and learn here to strive to be the best they can be. • An exciting, inspiring and creative curriculum that meets the needs of the whole child, personally, spiritually and academically. This secures excellent outcomes for children, including the most vulnerable, and improves their life chances. • A culture of praise and reward, deep respect, trust and collaboration which results in excellent behaviour and enables the whole school community to thrive. • A highly inclusive approach which celebrates the rich diversity within and outside of the school and ensures that all members of the school community feel welcomed, valued and upheld.
<p style="text-align: center;">Areas to improve</p> <ul style="list-style-type: none"> • Strengthen the links with other church schools to share resources, good practice and opportunities for training and development. • Enhance class worship by offering further training and development for staff. • Further enhance communal reflective areas, including the wildlife area which is in the process of renewal.

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

Christian values of love, trust, respect, forgiveness and compassion are made explicit throughout the school and in communications and are deeply embedded in the daily life of the school. All members of the school community talk confidently about the distinctive nature of the school and how it impacts significantly on the lives of all who work and learn here and secures the best outcomes for children. The personal development and wellbeing of learners is given high priority and rich opportunities for spiritual, moral, social and cultural development are planned into the curriculum across all subject areas. A highly creative approach to the curriculum using a range of different teaching and learning styles ensures that every child achieves their potential, including the most vulnerable. Pupils are affirmed and encouraged to achieve their best and make good progress. The work on Growth Mind Sets has impacted significantly on attitudes to learning and on achievement. Parents say they are so impressed with the positive results that they have adopted the same approaches at home. Learners engage in high quality experiences to develop their personal spirituality. Rich experiences across the curriculum, particularly in philosophy lessons, collective worship and RE, challenge children to question, hypothesise and analyse and also to be comfortable with silence, to wonder and to take joy. Pupils from all cultures feel safe and happy, secure in the knowledge that their beliefs are respected and valued. The school's inclusive approach is a natural way of life in the school and is much valued by parents of all faiths and none who say this is a place where 'all expressions of faith are valued', where 'the core values of trust, love, compassion and respect are at work in the school' and where the 'moral compass is strong'. Children demonstrate a high degree of understanding and respect for diversity and difference within the church and in other faith communities. Learners enjoy RE, recognise that it is important and are excited to learn about and from other religions and cultures. RE makes a significant contribution to SMSC development and opportunities for spiritual and personal growth are well planned by class teachers. Multicultural weeks are exciting, uplifting and affirming. The whole school community share rich experiences through visits to places of worship, storytelling, the arts, music and dance, ending with a big community celebration of shared food. The concept of forgiveness and reconciliation is central to behaviour management, which focuses on developing rather than punishing the child. The result is a culture of praise and reward throughout the school. Behaviour is excellent and pupils support each other well, taking personal responsibility for resolving conflict. Robust systems such as the buddy system, friendship benches and peer mentoring support this. Relationships between all members of the school community are very strong and mutually beneficial. Links with the parish church and clergy have been significantly strengthened and parents and children of all faiths and none say they enjoy church services and feel welcomed and affirmed.

The impact of collective worship on the school community is outstanding

Worship makes an outstanding contribution to the life of the school. It is engaging, uplifting and inspirational and makes a powerful contribution to children's spiritual, moral, social and cultural development. Think, pair, share discussion, stillness and time for reflection are routinely built into whole school, key stage and class worship.

Pupils are clear about what worship means to them and how it guides and influences their attitudes, behaviour and relationships. Worship challenges children and adults to think and reflect and to make connections with the stories they hear and the themes they explore and the way they choose to live their own life. Pupils say 'It doesn't just teach you about religion...it teaches you how to live your life, to stay positive and make the right choices'. Pupils, including the youngest children, have a mature understanding of what it means to be of service to others and this is lived out in their support of one another and in their relationships and work in the local, national and global communities. Worship is highly inclusive and sensitively conducted. It effectively uses Biblical material and the person of Jesus Christ as well as stories from other faiths to reaffirm, strengthen and practise key Christian values of love, peace, trust, respect, compassion, service and forgiveness. As a result children and families of all faiths and none feel

comfortable and upheld and able to explore their own personal faith journey. Children and adults understand the purpose and power of personal and collective prayer and reflection and incorporate it naturally into worship time and beyond. A Prayer Tree tied with ribbons of remembrance was part of the preparation for the Elephant's Tea Party to take place later that week to celebrate and commemorate bereavements within the school community. A PSCHE lesson sensitively and powerfully explored younger pupils' understanding of bereavement in preparation for this and the Listening Yurt being set up in the hall was planned to provide children with opportunities to talk about their own personal journeys and to be listened to. Children are confident in setting up, planning, participating in and delivering acts of whole school and class worship and have a good understanding of what makes worship distinct. Themes are carefully planned and delivered by a range of people, including visitors, staff, Revd Tony and pupils. Worship takes place in a range of settings. The church and the outdoors as well as the hall are used effectively to foster understanding that worship can happen anywhere and at any time. Monitoring and evaluation by staff, governors and other members of the school community has a clear purpose, is fed back in staff briefings and to governors and secures improvement.

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

The leadership team have a distinct Christian vision for the school that is clear and well understood by the whole school community. They have ensured that a creative, thoughtfully planned curriculum and the use of innovative teaching and learning methods develop children personally and spiritually and impact on their wellbeing and their life chances. A culture of trust, respect and commitment to collaborative working means that the whole school community feels valued and supported and provides a happy, calm and creative atmosphere in which children and staff can thrive. Leaders have a clear understanding of the school's performance and distinctiveness based on robust and insightful self evaluation. Development planning identifies opportunities for training and development and governors are committed to growing leadership potential. Excellent progress has been made with issues highlighted for development in the previous inspection. Rigorous analysis of academic and personal performance and good systems for assessment and intervention secure good outcomes for pupils, including the most vulnerable. Parents speak highly of the school and its staff, saying it is a happy, safe and welcoming environment where everyone feels they belong. Parents say it is a listening school where their views and opinions are valued and a school 'which is clear about the nurture of the whole child...a school which has a big heart, and gives our children the tools to manage life and difficult situations'. Pupils and parents have absorbed strategies like Growth Mind Sets and conflict resolution into everyday life in school and at home. Mantras such as 'Fail means first attempt in learning' have resulted in a positive culture at school and at home which celebrates perseverance and endurance. Relationships with the local church are strong and mutually beneficial. Revd Tony is a regular face in the school both in his capacity as a leader of worship and his presence on school trips and visits to other places of worship. The school is heavily involved in the life of the wider community. It has strong links with the University which supports its work in philosophy, with local schools and community projects and with the Hospice situated next door to the school. Pupils have an excellent understanding of their national and global communities through rich and exciting opportunities in RE and across the curriculum to learn about and celebrate diversity, drawing on the experiences both within and beyond its own community. This is a school that is rooted in its community and prepares its children to be responsible citizens.

SIAMS report July 2015 Shire Oak Church of England VC Primary School Leeds LS6 2DT

