

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Shire Oak Church of England VC Primary School	
Address	Wood Lane, Headingley, Leeds, LS6 2DT
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
We are 'Rooted in the Community, Growing for the Future.' We use the image of the Good Shepherd to remind us of our ambition to help children enjoy life in all its fullness. It is further supplemented by our seven class values; Sharing, Kindness, Love, Trust, Respect, Forgiveness and Compassion.
Key findings
<ul style="list-style-type: none"> • Members of Shire Oak school articulate the Christian vision with confidence. They use the parables of the Good Shepherd (John 10) and the Lost Sheep (Matthew 18) to do this. Pupils and staff are passionate about being part of the flock and no one being left behind. • Religious education (RE) makes a very positive impact on the school community and their understanding of inclusion and diversity. The commitment to inclusion and quality of relationships at all levels is profound. This is clearly linked to the Christian vision and values of the school. • Opportunities for spiritual development occur in all aspects of school life (both planned and spontaneous). However, a consistent approach to spirituality is not yet in place. • Pupils are equipped to be change makers and understand the importance of making a difference, describing themselves as 'we cheer up our community'. Their practical approach to service is impacting on themselves and the wider community. • Pupils experience a varied diet of invitational and inclusive collective worship which inspires them to action. Prayer and reflection is highly valued by all and links with local churches are mutually beneficial and effective. All pupils can experience leadership roles in class based collective worship.
Areas for development
<ul style="list-style-type: none"> • Formalise a whole school understanding of spirituality by a consistent approach to identifying spirituality in action. This is so that pupils and adults are better able to articulate their own spiritual development. • Re-establish opportunities for pupil led engagement in social action. So that pupils can challenge injustice further by leading their own social action projects. • Create opportunities for younger pupils to plan and lead whole school collective worship. This is so that they can develop their worship leadership skills even further.



Inspection findings

At Shire Oak the Christian vision underpins all activities and decision making. This results in members of the school community flourishing. The parables of the Good Shepherd and the Lost Sheep are loved and lived by pupils and staff. The linked values provide a framework for exploring the vision. Pupils see themselves as part of the Good Shepherd's flock and use the values to live this out together. Pupil led collective worship and displays are used effectively to develop understanding of the vision and values. Therefore, even the youngest children talk about the vision with enthusiasm. The school has strong partnerships with other local schools, churches, and a growing link with the diocese. Leaders have been highly instrumental in ensuring the viability of the local children's centre, thus living out the vision beyond school. Leadership is described as 'leading from behind, like a shepherd.' The impact of the vision is monitored formally, through governors and informally, through chats at lunch and social times with the headteacher. Resulting in changes to collective worship, RE and the inclusion of sharing as the value for the reception class. Reception had not previously had a class value by which to explore the vision.

Opportunities for spirituality are present in the planned curriculum, the wider life of school and its grounds. Including daily meditation in some classes, reflection and prayer within collective worship and outdoors and specific curriculum opportunities. All members of the school community value space for reflection and prayer. The memory tree and reflection tent are well used by pupils and adults. This approach to spirituality ensures that 'pupils develop curious minds here.' However, as yet there is no consistent approach in place for pupils and adults to build on this rich diet of spiritual experiences.

Staff explain the Good Shepherd parable as their motivation in removing barriers to learning and ensuring flourishing. Leaders articulate depth of care for pupils as 'knowing my sheep'. Resources are used creatively to enable additional support for those who are vulnerable. Good mental health is encouraged using reflection, worry boxes and the work of the learning mentor and special educational needs co-ordinator. All pupils and parents feel that there is someone there for them. This continues even when a pupil has transferred to secondary school. A deeply embedded approach to restorative justice in school, is rooted in the vision. The learning mentor is prominently positioned within the building to promptly facilitate restorative practices. Behaviour records back up the effectiveness of this approach. Behaviour is exemplary. Pupils describe the vision as 'we chose the Good Shepherd story because we don't leave people behind in our school.'

The multicultural arts and faith week has an incredible impact on all members of the school community. It lives out the 'rooted in the community' part of the school motto. The 'in conversation' event with clergy and an Imam powerfully demonstrates how much community members have in common. As do visits to places of worship and opportunities to enjoy food, music and art from other cultures. Everyone values the multicultural week highly and welcomes 'finding out how we are all different but the same'.

Pupils are empowered to make a difference and challenge injustice. They explain this as because the Good Shepherd Jesus wants us to 'treat others as we want to be treated'. Examples of making a difference include a food waste project, Eco Club, a community orchard and work with their member of parliament. Actions are not limited to fundraising but raise awareness of inequality and care for the environment. However, the school has identified that post Covid pupils are engaging in less pupil generated social action than previously. Opportunities for pupils to ask big questions are threaded through school life. Pupils are very aware of the importance of nature through forest schools, the nature garden,

and discussions around climate change.

The collective worship programme is carefully planned and the difference between assembly and collective worship is clear to all. Pupils are inspired by collective worship and link their actions to specific collective worships. Such as, linking worship about the parable of the Lost Sheep to not leaving others out. Vibrant and engaging collective worship formats ensure that all are included and offered the opportunity to grow spiritually. Monitoring occurs regularly and effectively within the whole school programme and informs further developments. For example, post pandemic the school has chosen to increase class-based worship. Therefore, pupils and staff have more opportunities to engage in planning, leading, and evaluating worship. Pupils have leadership roles in all forms of class based collective worship. Including creating a bank of prayers for use within worship and confidently praying spontaneously when appropriate. Clergy and church members support the collective worship programme creatively. They spend time working with older pupils to lead whole school worship and delivering an Easter pilgrimage in church. All members of year 6 have leadership roles in whole school worship and relish this responsibility. Succession planning for how to hand on these whole school responsibilities to younger leaders is not yet in place. Church and school links are mutually beneficial and treasured by both. Pupils take a leading role in the annual Shire Oak Sunday service and other important services. The local church also provided the large Good Shepherd cross as a focal point for worship.

The broad and balanced RE curriculum is enhanced by an extremely wide range of links to world religions and worldviews. This vibrant range of links and speakers ensures that all religions and worldviews are understood as living and fluid. The vision underpins the content of and the approach to RE. With balance between inclusion (belonging to the flock) and diversity (life in all its fullness). Pupils value RE highly and see it as a vital space to 'find out how others think about God and the world.' They also recognise that RE provides a safe space for them to explore their own spiritual convictions. Monitoring procedures including the use of lesson study trios mean that teachers are well informed about how and what pupils are learning. Careful planning ensures that pupils engage with religious texts and theological ideas. Pupils therefore make progress in developing key skills in the subject.

Shire Oak really is rooted in its community and growing for the future.

Information			
School	Shire Oak Church of England VC Primary School	Inspection date	8 December 2022
URN	131570	VC/VA/Academy	Voluntary controlled
Diocese/District	Leeds	Pupils on roll	210
Headteacher	Jane Astrid Devane		
Chair of Governors	Antonia Nicholls		
Inspector	Ruth Houston	No.	947