

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Shipley Church of England Primary School			
Address	Otley Road, Shipley, BD18 2PT		
Date of inspection	23 January 2020	Status of school	Academy inspected as VA. Bradford Diocesan Academies Trust (BDAT)
Diocese / Methodist District	Leeds	URN	I46536

Overall Judgement	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	Grade	Good
Additional Judgements	The impact of collective worship	Grade	Good
	The effectiveness of religious education (RE)	Grade	Good

School context

Shipley is a primary school with 235 pupils on roll. The pupils are from a diverse multi-faith community. Almost half speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The school has gone through significant changes in both leadership and staffing since the last inspection. It is now a member of the Bradford Diocesan Academies Trust (BDAT).

The school's Christian vision

Jesus said 'I have come that you may have life in all its fullness' (John 10:10) He calls us to a full life in mind, body, heart and spirit. Therefore, we believe the purpose of education is to nurture learners who: Don't stop learning. Don't stop being teachable. Don't stop growing. Who remain life-long learners, and keep the wonder of the moments.

Key findings

- The clearly developed and deeply embedded Christian vision shapes and defines all aspects of school. It is the foundation of the developing curriculum which is beginning to impact on raising standards. However, the need to improve pupil outcomes yet further remains a priority.
- The positive outworking of the school's Christian vision is the inclusive, proactive and nurturing pastoral support which benefits the entire school community.
- The well-developed and progressive RE curriculum encourages pupils to think about life's 'big questions'. They are proud of their work and show an impressive biblical knowledge and understanding of Christian beliefs and different faiths.
- Meticulously planned collective worship nourishes pupils and adults alike, enabling their spiritual growth.

Areas for development

- For staff to develop their reflective practices to support school improvement and to raise standards.
- Involve pupils and adults in the evaluation of collective worship so that its impact is known and developed further for all members of the community.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

Shipley's Christian vision is rooted in the Bible and is at the heart of school life. It was developed in collaboration with all stakeholders. Although the school has been through a period of turbulence, the head teacher ensures the vision is effectively embedded and is understood and articulated by all. The vision enables the school community to unite and flourish. It shapes strategic improvement and ensures inclusivity, safety and equality for all. The vision is supported by the carefully selected Christian values of love, honesty, thankfulness, forgiveness, resilience and respect. Each adopted value is a half termly focus for the whole school and is explored through collective worship, RE and personal, social, health and citizenship education (PSHCE). The monitoring of the impact of the vision and values is carried out by governors and leaders.

Leaders, supported by the trust, are developing a bespoke curriculum for the school. Much work has been done by the RE curriculum leaders to ensure its content is progressive and encourages deep thinking and debate. The Diocese of Leeds and York Agreed Syllabus has been supplemented with the Understanding Christianity materials. The way RE has been developed is being used by leaders as a template for other subject areas. It is crafted around the interests and needs of the school community and is reflective of the school's focused Christian vision. The vision states that each pupil will be encouraged to develop as a 'happy, well rounded lifelong learner'. Planning for RE is effective and ensures that pupils are challenged to think profoundly and consider other viewpoints. Theological discussion is a feature of lessons. Pupils and leaders are passionate about RE. Training has been accessed by the curriculum leader through the trust and the diocese. Professional development is regularly provided for all staff. This has resulted in all teachers having a sound knowledge of the themes to ensure RE is progressive and confidently taught. Pupils are regularly challenged during lessons, in collective worship and within the reflective spaces in each classroom to identify and respond to life's 'big questions'. The effective PSHCE curriculum enhances this and mental wellbeing is promoted as a priority for all.

Building resilience is seen by leaders as key to a healthy life and mental wellbeing. It is fundamental in the drive to improve standards. Every pupil, parent and staff member has access to support so that positive learning experiences can be enjoyed by all. This is clearly and effectively underpinned by the embedded Christian vision and encourages a lifelong love of learning. To support this pupils and adults embrace and appreciate many partnerships. Being part of the trust, with a shared Christian ethos, is helping to drive school improvement. They also work closely with the Shipley Partnership of schools and the diocese. Attainment on entry is low and end of key stage test results are below national averages. Performance data shows an upward trend overall and demonstrates the positive impact that improved teaching and learning and the developing curriculum are having on the pupils. Accelerating progress across school is still a priority. Vulnerable pupils are given appropriate support and care to help them access the curriculum. Progress is carefully tracked so that pupils are targeted for appropriate intervention.

The carefully planned collective worship programme shows the school's vision in action. Leaders plan meticulously to ensure that worship provides a rich range of opportunities for all. Christian values are at the core of collective worship with national and global themes featuring regularly. Worship is both invitational and inclusive and pupils make personal responses. The weekly class worship provides time to explore the values using age appropriate strategies. Pupils respond impressively. Close links between school, community and the parish church are valued. Clergy, the open the book team and other visitors lead school worship regularly. Each brings with them different perspectives on the themes which help to engage the worshipping community. Pupils have many and varied opportunities to be involved with and lead worship, addressing an action from the previous report. Key times in the Christian calendar are celebrated as are main celebrations from different faiths represented within the school community. Parents value the opportunities to join children in worship. They particularly appreciate the weekly achievement celebration. This act of worship awards those who have displayed the Christian values. Pupils regularly evaluate the worship and this has led to developments in practice. Adults are not involved in evaluating collective worship and its impact.

Pupils take active and varied roles in school. The well-established and effective school council ensures the pupils have a clear voice resulting in them being instrumental in developments. They are enthusiastic in evaluating the impact of the Christian vision and values across school. The 'Wombles at work' group focus on

social action projects both locally and globally. Local projects include making the neighbourhood a safer place to live and work. Pupil's efforts to raise awareness of how to save the oceans are inspiring.

Prayer is an important part of the life of the school. Prayers, which the pupils know well and value, act as a scaffold to the school day. All classes have written their own prayer at the beginning of the academic year. Within every classroom and around school there are opportunities to pray. This is enhanced by the support of the church through an adult prayer group. Spiritual growth naturally develops across the entire school through conversation, debate and prayer and there are well-used spaces for personal reflection.

Everyone within the school community shows Christian love and care for each other. Pupils speak of and demonstrate forgiveness and are eager to support those who struggle. The behaviour, relationships and anti-bullying policy show clear links to the school's Christian vision and values. It is focused around leaders' belief in restorative practice. The love and care they demonstrate results in pupils behaving extremely well because they are well supported and feel safe. Any negative behaviour is managed effectively with empathy and Christian compassion. They know who to go to if they need help or support. Attendance is sympathetically managed. Staff rigorously, but sensitively track, challenge and follow up absences. This has improved attendance which is now around the national average.



The effectiveness of RE is Good

Pupils are passionate about RE. The subject leader ensures teachers are well prepared to deliver the curriculum. Planning for RE is effective and thorough. Assessment has been effectively used to ensure pupils are making good progress which is in line with other core subjects. The subject leader is now beginning the process of incorporating the assessment system used by the trust. Pupil responses show considerable maturity in thinking and include higher order questioning. Links to Christian values reinforce thinking and learning in RE.

Head teacher

Angela Smith

Inspector's name and number

Angela Knowles 497