

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Woodlands Church of England Primary School

Vision

We challenge ourselves to grow, contribute and succeed in the light of God.

Through our Christian values we instil in our pupils an understanding of their wider world, where we encourage children to be resilient, and independent, ambitious lifelong learners. Our Christian Values are: Aspiration, Courage, Respect, Service and Compassion.

In creating an environment where children can flourish, we ensure they can enjoy 'life in all its fullness' (John 10.10)

Woodlands Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- The school's Christian vision is deeply rooted in the needs of the community. It guides leaders and staff in their determination to ensure that pupils and adults flourish.
- Inspirational collective worship is central to school life. Intentionally placed at the beginning of the day, this inclusive space is a special time. Pupils' reflections on big questions in worship flow through the school day, supporting their spiritual growth.
- The Christian vision drives leaders in their commitment to ensuring that there is a strong sense of belonging, care and aspiration for their pupils. Leaders prioritise wellbeing which is lived out in a culture where pupils and adults live and learn well together.
- Strong partnerships within the BDAT trust and diocese provide effective support and networking for staff, developing them well. Staff are enthusiastic about these opportunities for further training, benefitting from the way this collaborative work supports their professional growth.
- The recently updated religious education (RE) curriculum is well planned and sequenced, strengthening pupils' knowledge of religions and worldviews. This significant development enables pupils to explore and deepen their understanding of the diverse ways people live out their beliefs and views.

Development Points

- Elevate the profile of issues of inequality and injustice within the curriculum. This is so that all pupils have a deeper understanding of how they can make a positive difference in the world.
- Enhance the way spirituality is intrinsically planned across the curriculum together with the range of wider learning experiences they encounter. This is to extend the way that pupils and adults flourish spiritually.
- Develop the rigour of governor monitoring and evaluation. This is to strengthen the impact of their evaluation of the way that the Christian vision drives leaders' priorities of this Church school.



Inspection Findings

Vision and Leadership Woodlands Church of England Primary School's Christian vision and associated values powerfully influence its daily life. The vision has been carefully crafted and thoughtfully revised to ensure it is relevant to the needs of the whole school community. Leaders are ambitious for the school and are determined to ensure that pupils are successful. Dedicated leaders make strategic decisions guided by the Christian vision. Governors, including those who are new to their role, are committed to the school and its strategic vision. However, the lack of robust monitoring systems limits the way they are able to effectively evaluate the impact of the vision. Partnerships with the diocese and trust provide effective support for the high-quality professional development of staff. This has strengthened staff confidence and expertise, enabling them to deliver the school's Christian vision with greater consistency. A firm sense of belonging and togetherness are fundamental aspects of the school. This enables staff to feel valued and part of a loving family which permeates throughout. This fosters a culture where people look after each other creating a peaceful and purposeful place of learning. Pupils and adults are enabled to flourish, through the way the vision drives leaders' aspirational commitment to those in school. Staff work hard to cultivate a relationship-focused approach when working with pupils. Consequently, this makes meaningful opportunities for thriving as a direct result of these nurturing interactions.

Vision and Curriculum

The school's vision clearly supports and enriches curriculum delivery, enabling children to flourish academically and personally. However, planned opportunities for spiritual exploration within the curriculum are at an early stage. This limits pupils' opportunities to deepen their personal spirituality. Those who have special educational needs and/or disabilities (SEND) access the curriculum through tailored learning. Working alongside the trust, staff have developed effective strategies which support pupils to regulate their behaviour, promoting resilience. To enrich pupils' learning, the school offers a range of extra-curricular clubs. Leaders are driven to ensure an equity of provision for school activities, carefully considering issues such as cost and accessibility. As such, pupils have opportunities to explore different activities that increase their range of interests and widens their outlook. This is a further factor that contributes to pupils achieving. Staff deliver the variety of clubs, drawing upon their own talents, which in turn inspire pupils. Leaders and staff ensure pupils have access to a varied range of reading resources which widen their horizons. This supports their understanding of diversity, enhancing the culture of acceptance of difference which is evident throughout the school.

Worship and Spirituality

Worship is central to the school's life and is valued by pupils and adults alike as a joyful time of learning and connection. It is inclusive and invitational, allowing exploration of their own spirituality in a welcoming and supportive environment. Led with care and conviction, worship reflects the school's desire to share the teachings of Jesus in ways that are accessible and meaningful for pupils. Pupils and adults overwhelmingly enjoy coming together for shared worship. This helps create a proud sense of belonging and community. Prayer and reflection provide moments of stillness and peace which support pupils and adults' spiritual development. An understanding of spirituality is enhanced through the language of windows, mirrors and doors which encourages a sense of looking inwards. This supports pupils and adults to express the impact of worship on them. Mindful of individual's views and beliefs, pupils and adults benefit from time to 'have a moment'. This ensures worship is meaningful and enhances the feeling of acceptance and respect for others that is lived out throughout the school.

Vision and School Culture

Guided by the vision, a shared ethos of helping others creates a culture where adults and pupils are treated well. This is evident in daily interactions, worship and classroom environments. **Staff proactively build strong relationships with pupils and their families.** The love and support given to them means that pupils feel highly valued and nurtured. As a result, they are happy to attend school. **Equally, these strong relationships build trust**



between families and staff creating bonds of respect where individuals feel seen. Consequently, staff know and understand the specific needs of families, signposting them for support when required. Parents and carers speak highly of school. They say it not only cares for their children but them also. Parents value the way staff provide tailored care and go 'above and beyond' to meet their children's needs. The school's Christian vision underpins an inclusive, nurturing ethos, fostering a strong sense of belonging. Relationships are built on compassion, trust and mutual respect, creating a culture of flourishing together. Pupils proudly demonstrate their school values celebrating that 'even though we are a small school, we raise big aspirations.'

Vision, Justice and Responsibility

Pupils are developing a sense of justice through searching questions, which they are increasingly being asked. The challenge of looking at the wider world helps them to see the impact of injustice on the lives of people. They are beginning to understand the impact of their own sense of responsibility towards others. However, this is at an early stage and so the impact on the way they challenge injustice is limited. Pupils care for others and feel, 'it doesn't matter if my class friends have a different opinion.' This enhances the dignified and understanding way they are able to disagree well with each other. Lessons, such as the recently implemented Personal, Health, Social, Education (PHSE) curriculum enhance this. Consequently, pupils develop resilience which supports them. Pupils enjoy sharing responsibilities in various roles within school. Positions such as house captain and sports leaders broaden a wider range of skills that benefit both their academic and character development. The school's behaviour policy is built around the inclusive vision. Leaders have implemented the 'Woodlands way,' which encourages pupils to grow from their mistakes. They are supported by staff to have restorative conversations when things go wrong. Pupils value the way this 'diffuses problems and calms us down by talking to us altogether.'

Religious Education

Leaders prioritise RE and are ambitious about enabling pupils to develop a deep understanding of Christianity as a global faith. The schools' new RE curriculum is carefully designed to enable pupils to study a range of religions and worldviews. Subject leader engagement with diocesan training on the teaching of Christianity positively impacts on pupils' learning. Trust-led networks for RE give regular support for the subject leader who thoughtfully considers and passes information on to staff. This enables staff to feel more upskilled. As a result of the curriculum, pupils remember RE learning well and have a more confident vocabulary about religions and worldviews. However, pupils are less confident in their understanding of the diversity of beliefs and views beyond Christianity and the ways these are lived out. This results in some misunderstandings.

Information

Address	Mill Carr Hill Road, Oakenshaw, Bradford, West Yorkshire, BD12 7EZ.		
Date	10 November 2025	URN	145225
Type of school	Academy	No. of pupils	105
Diocese	Leeds		
MAT	Bradford Diocesan Academies Trust		
MAT Chair	Theresa Mason		
Headteacher	Michael Spink		
Chair of Governors	Charlotte Oakland		
Inspector	Lyndsay Ranby		