

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Oswald's Church of England Primary Academy

Vision

Grow... Nurture... Inspire

Growing as learners, nurturing individuals, inspiring a community

St Oswald's Church of England Primary Academy 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 carefully considered Christian vision guides decision making, action and policy. It helps the school community thrive, overcome challenges and succeed.
- Strong integration of the vision within learning and extra-curricular opportunities strengthens pupils' sense of belonging and holistic development.
- Collective worship reflects the Christian roots of the school and is central to this vibrant worshipping community. Invitational prayer, opportunities for reflection and joyful singing contribute to the spiritual experience for pupils and adults.
- Leaders ensure that the wellbeing of individuals is at the heart of all that they do. The provision of strategically planned high-quality, targeted mental health and pastoral support enable staff, pupils and families to flourish.
- Effective leadership in religious education (RE) has established a broad ranging and challenging curriculum covering Christianity, world faiths and worldviews. Due to regular training opportunities, staff feel confident to deliver RE and pupils enjoy their learning.

Development Points

- Extend the cultivation of a shared understanding of spirituality. This is to deepen understanding and strengthen how leaders evaluate the impact of the curriculum on spiritual flourishing.
- Strengthen the use of pupil voice in evaluating collective worship to ensure that it remains inclusive and engaging for all pupils.
- Expand pupils' knowledge and understanding of justice and how they might respond to it. This is to develop their responsibility beyond school and the local community.



Inspection Findings

Vision and Leadership

St Oswald's Christian vision is central to its identity and shapes the culture, relationships and priorities of the community. Clearly articulated Christian values; love, compassion, hope, perseverance, community and service, underpin the vision and guide daily practice. These values are visible throughout school life and influence how pupils and adults treat one another. The vision reflects a belief that every individual is known and cherished. Kindness, respect and care are evident across the school community. Parents rightly and passionately speak of the positive impact the school has on their families. This creates a calm, purposeful and supportive environment. As a result, pupils feel safe, confident and ready to learn. Governors actively sustain the school's distinctive Christian character. They ensure the vision remains central to strategic leadership. Policies and practices consistently support growth and belonging. The trust uses the vision to provide both support and challenge. Their effective monitoring strengthens leadership decisions. Consequently, the vision guides the flourishing of the school community.

Vision and Curriculum

The vision ensures the curriculum remains broad, ambitious and inclusive. It is carefully designed to reflect the school's diverse context. The curriculum is organised through 'learning chapters' that promote depth and meaningful connections. Pupils see their communities represented, which strengthens belonging and raises their aspirations. As a result, they are supported to flourish academically and socially. Spiritual development is nurtured through reflection on 'big questions', enabling pupils to explore their place in society. The spirituality framework encourages pupils to pause, wonder and reflect. However, pupils' understanding of spirituality is not consistently embedded across the school. Leaders regularly evaluate provision through monitoring and pupil discussions, focusing on how learning supports spiritual development and respect for diversity. Subject leaders review plans alongside enrichment opportunities, including music, sport and outdoor learning. Provision such as, art workshops, gardening club and sports activities broaden pupils' experiences and encourage reflection on the wider world. Pupils deemed to be vulnerable receive strong support through adaptive teaching and targeted interventions. Collaboration within the trust enables shared work on aspects of Church school practice, including religious education and collective worship. Staff benefit from shared professional learning, subject networks and moderation activities.

Worship and Spirituality

Collective worship provides daily opportunities for reflection, prayer and spiritual development. Pupils and staff readily attend worship. They feel included regardless of their personal faith or beliefs. Parents and carers are warmly welcomed into school and church for worship with their children. This strengthens church links and community relationships. Themes based on the core values help pupils explore Biblical teaching. Celebration assemblies and recognition systems further support a culture where individuals are affirmed and encouraged to flourish. Worship is strongly supported by the local church. It is held there on special occasions and the clergy regularly lead worship in school. Consequently, pupils demonstrate a secure knowledge of the teachings of Jesus and the Christian religion and traditions. Prayer and reflection are an integral part of worship and promote spiritual development. Pupils and adults engage respectfully with prayer and share their views during reflection and discussion. They regularly lead gatherings linked to the school values, fostering ownership and participation. This strengthens engagement and helps the school community connect worship with daily life and shared values. Governors and the trust systematically conduct monitoring and evaluation activities in line with the vision of the school. Leaders are beginning to gather pupil views to help shape and evaluate their worship experiences.

Vision and School Culture

Leaders at St Oswald's prioritise adult flourishing, enabling staff and parents to support pupils effectively. Clear policies, including inclusive relationships education and interpreter support, promote equitable participation



across the school community. The school's vision underpins this culture, shaping practice that nurtures care, respect, belonging and moral responsibility. Targeted support for families deemed vulnerable including, bed donations, food parcels and safeguarding interventions, ensures pupils arrive ready to learn. Staff wellbeing is actively promoted through training, career progression, wellbeing days and access to trained mental health first aiders. These initiatives enhance staff capacity to deliver high-quality learning and nurture pupils' personal development. Pupils benefit from trusting relationships, tailored support, counselling and an inclusive curriculum that broadens their perspectives and aspirations. The trust strengthens these approaches through pupil leadership programmes and annual staff conferences. As a result, pupils and adults flourish within a supportive, inclusive and distinctly Christian learning environment.

Vision, Justice and Responsibility

The curriculum exposes pupils to historical and contemporary examples of disadvantage, injustice and inequality. This helps them to understand ethical decision-making and develop a sense of social responsibility. Work with the trust also enables pupils to have a voice within the trust wide council, extending their influence beyond the school. Pupils are explicitly taught how to resolve conflicts through restorative conversation. They learn to form balanced arguments, recognise differing perspectives and consider the consequences of their actions. Practical experiences, including community projects and litter picking reinforces the connection between personal effort and positive societal impact. The school's ethos of justice is further strengthened through wellbeing initiatives such as breakfast provision and celebrations of cultural heritage. These foster inclusive relationships and personal responsibility. The school community participates in key Christian festivals at church and supports initiatives such as the local food bank. These experiences encourage pupils to respond to community needs through acts of generosity and service. However, their understanding of justice is currently limited and they lack the skills to consider how they might respond beyond the school community.

Religious Education

RE is treated as a core subject, timetabled weekly across all key stages. It gives pupils regular opportunities to explore and understand religious and non-religious worldviews. The curriculum is carefully sequenced to build on prior learning. It deepens pupils' knowledge of themes, beliefs and ethical perspectives year on year. Resources are used effectively to support high-quality learning. Handling and discussing artefacts deepens pupils' understanding of religious practices and fosters respect for different beliefs and traditions. The RE subject leader conducts regular audits of these resources. This ensures materials remain high quality, theologically accurate and support an engaging and inclusive RE curriculum. Trust-led initiatives include training with diocesan leaders and curriculum planning support. These ensure staff are well prepared and teaching is accurate and confident. As a result, the curriculum remains challenging, relevant and diverse.

RE is taught well and benefits from strong, purposeful leadership. Pupils engage confidently in collaborative and independent learning activities. Teaching and learning are supported through visual displays and RE days. These provide interactive and reflective opportunities for pupils to engage with mixed-age peers. Consequently, pupils recall learning well and value RE lessons. Assessment and monitoring are rigorous and include lesson visits, work scrutiny and professional dialogue. Pupil voice discussions indicate that most pupils enjoy RE lessons and are able to recall key knowledge and ideas from recent learning. This balanced and well-structured curriculum supports pupils in making secure progress in their knowledge and understanding of religion and belief.

Information

Address	Cross Lane, Great Horton, West Yorkshire, BD7 3JT		
Date	12 March 2026	URN	138704
Type of school	Academy	No. of pupils	416
Diocese	Leeds		
MAT	Bradford Diocesan Academies Trust		
MAT Chair	Tessa Mason		
Headteacher	Gillian Wilson		
Chair of Governors	Gary Denison		
Inspector	Paulette Osborne		