

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St. Chad's Church of England Primary School

Vision

In the light of God, we care, we share, we laugh, we learn. (Matthew 5:14 – 16).

We know and support every adult and child to shine brightly and to be the best versions of themselves, recognising that for some this requires intentional adaptation, additional support and relational care in order for their light to be seen and sustained. We encourage all in our school community to be a positive influence and let their good deeds and character shine for others to see. We support our young people to recognise the value of their own light, be proud of their achievements and to value and respect themselves and know how loved they are by God and others.

St. Chad's 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 deeply embedded Christian vision infuses the school community and its work. This positively influences relationships, decision making, policy and practice. It helps to ensure that pupils and adults are valued and treat one another with a high degree of dignity and respect.
- Mutually beneficial partnerships, including those with the diocese and local schools, enhance the effectiveness of St. Chad's as a Church school. Strong church links add richness to the school's Christian character.
- Collective worship is central to the life of the school. An inclusive culture enables individuals to consider their own beliefs more deeply. It creates moments of joy, stillness and meaningful opportunities for reflection. This impacts positively on the spiritual flourishing of pupils and adults.
- Positive relationships ensure mental health and pastoral care is highly effective. Adults and pupils thrive in a culture of compassion, significance and purpose.
- Pupils are offered a well sequenced Religious Education (RE) curriculum that reflects the school's context and needs. As a result, pupils deepen their understanding of a range of religions and non-religious worldviews.

Development Points

- Extend how the RE curriculum enables pupils' knowledge of diversity within beliefs and worldviews. This is to develop the way pupils understand how people live out their faith in many different ways.
- Enhance the opportunities for spiritual development within the curriculum and extra-curricular offer. This is to enable pupils to engage in deeper conversations when responding to moments of spirituality.



Inspection Findings

Vision and Leadership

The Christian vision infuses the daily life of St Chad's and is central to the work of the school. This instils the core belief of the inherent worth of pupils and adults, creating an inclusive community. The school is an environment where there is a strong sense of belonging so that pupils and adults can flourish together. In this way individuals are encouraged to let their light shine in different ways, all of which are valued. Staff and pupils consequently feel secure in an environment of supportive challenge and improvement. Strong and productive links with their cluster schools, the local church and the diocese contribute to school improvement. These networks nurture learning communities that encourage and enable the sharing of effective practice. In this way the school is consistently aspirational for individuals. Governors make perceptive evaluations, ensuring that the vision informs policy, practice and recruitment decisions. They have an informed knowledge of the school and its context. Families rightly trust that their children's needs will be met respectfully and promptly.

Vision and Curriculum

Mindful of the vision's aim to allow pupils to shine, leaders have devised a curriculum tailored to the school's context. In particular the 'golden thread' of oracy, running through subject areas, has positively shaped pupil development. They are confident, friendly, articulate and willingly share ideas and opinions. Carefully chosen activities shape thinking and reasoning which benefit pupils, including those with special educational needs and/or disabilities (SEND). Classrooms are thoughtfully adapted to reduce barriers and promote independence. These measures enhance pupils' confidence and readiness to learn, leading to academic flourishing. The curriculum and extra-curricular offerings are rich and diverse, allowing pupils with varied interests and aptitudes to develop their talents. These experiences expand horizons and provide valuable cultural opportunities. Pupils can articulate what their 'thin spaces' are when discussing spirituality but cannot connect this with the curriculum.

Worship and Spirituality

Daily collective worship creates a time to pause, find inner calm and gather as a community, embracing those of all faiths and worldviews. Opportunities for stillness and reflection enhance pupils' and adults' spiritual flourishing. This empowers pupils to consider the impact of the themes, vision and values on daily life. Bible stories connect the vision to everyday life, helping pupils consider how Jesus' teachings shape their choices and character. Uplifting singing strengthens unity and belonging, deepening fellowship and inspiring those who are present. Worship invites pupils and adults to lead and contribute confidently. Strong church partnerships enrich worship and deepen the spiritual experience. Key Christian festivals such as Harvest and Easter are celebrated in the local church further enhancing spiritual development opportunities. In addition, regular visits develop pupils' understanding of the church's significance to Christians. Pupil reflections of worship are recorded in scrapbooks. These support leaders in evaluating how effectively worship is enabling pupils to flourish spiritually.

Vision, Justice and Responsibility

Staff encourage pupils to treat others as they would like to be treated. An active culture of justice and fairness is modelled and taught. This can be seen in the way that pupils learn to resolve disagreements. They learn to appreciate and evidence both sides of an issue. Pupils understand their responsibilities towards one another, to those in need and to the environment. They talk of putting other people first and not just thinking about their own needs. This was demonstrated when pupils organised a bake sale to support the church roof appeal. In addition, another pupil made guitar picks to support victims of a hurricane. Older pupils take significant pride in supporting younger pupils, strengthening a culture of care. The school council discusses which charitable causes to support and pupils raise money. Consequently, the vision creates a transformative culture of letting your light shine. This strengthens and inspires pupils with the desire and agency to be compassionate citizens of the world.



Religious Education

RE is well led and strategically managed as a priority subject. Leaders have skilfully balanced the teaching of Christianity with a range of world religions and worldviews. Focusing on beliefs, big questions and thinking about the impact of faith on life, the curriculum utilises a balance of disciplines. It is constructed so that knowledge and skills develop over time. The curriculum is carefully organised to enable pupils to build securely on prior learning. It creates safe spaces for dialogue and respectful challenge. As a result, pupils value RE and engage thoughtfully, developing confidence in expressing and examining their viewpoints. Strong diocesan partnerships offer valuable networking opportunities along with high-quality professional development. This engagement strengthens teachers' subject knowledge, so they are equipped to deliver the curriculum well.

Teachers use a wide range of strategies to check that pupils retain knowledge and apply it thoughtfully. This makes a significant positive impact on progress. Pupils who have SEND are fully catered for in lessons, so they achieve well. Teachers and support staff work together to ensure pupils' voices are captured where writing is a barrier. Leaders, including governors, regularly monitor teaching and learning in RE. This provides clear insights into pupils' understanding. Pupils talk confidently about religions and traditions but do not have an appreciation of diversity within faiths and worldviews.

Vision and School Culture

The Christian vision creates an environment of inclusion with high expectations for how pupils and adults treat one another. Vulnerable pupils are well supported, with systems in place to identify and address additional needs promptly. This ensures pupils can access learning fully and feel confident, enabling them to thrive academically and personally. The nurturing ethos is evident in daily interactions across the school. This includes the provision of designated staff who work with individuals enabling them to understand their feelings and emotions. Consequently, relationships are respectful, trusting and dependable. Pupils understand how to disagree constructively and demonstrate secure emotional intelligence. This awareness promotes empathy and reduces conflict. Pupils appreciate that equity means providing support in different ways. Such understanding enables pupils to value fairness rather than sameness. As a result, pupils and their parents trust school leaders' decision making. School and trust systems secure staff wellbeing and professional development. This enables staff to feel valued, be affirmed and grow in confidence. As a result, they are motivated to enhance their skills and practice. Due to this, pupils benefit from high-quality teaching and guidance, supporting their achievement and wellbeing. The Christian vision fosters a strong sense of collective responsibility among pupils. Kindness is embedded as a lived practice rather than an abstract concept. This encourages pupils to be outward-facing and supportive of one another, enabling them to flourish personally, socially and morally.

Information

Address	Northolme Avenue, West Park, Leeds LS16 5QR		
Date	20 May 2026	URN	141521
Type of school	Academy	No. of pupils	244
Diocese	Leeds		
MAT	Abbey		
MAT CEO	Helen Pratten		
Headteacher	Gina Marsland		
Chair of Governors	Ian Renard		
Inspector	Joanna Dobbs		