

Appendix 3 Report Letter template



Education Team

Windsor House, Cornwall Road, Harrogate HG1 2PW

Tel: 01423 817553

Fax: 01423 817051

www.westyorkshiredales.anglican.org

Date 17th March 2015

Mrs Helen Pratten
St Chad's Church of England Voluntary Aided Primary School
Northolme Avenue
West Park
Leeds LS 16 5QR

Dear Helen,

SIAMS Health-check Visit on 17th March 2015

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on 17th March 2015 to undertake a SIAMS Health Check. It was a pleasure to spend time in your school and to be able to celebrate with you the developments in the school since its last S48 inspection. The school has undergone some change since the last inspection, including some improvements to the building and the adoption of Academy status linked to Abbey Grange. The school has maintained its close links with other collaborations.

As discussed at the end of the visit, key strengths / areas of progress since the last inspection included:

- Strong leadership of the headteacher supported by the leadership team and the governing body in identifying and building upon the strengths of the school and addressing areas for development.
- Targeted training and development for staff and governors which enables initiatives to be taken forward and leads to improvement.
- An inclusive learning environment where all, regardless of their faith or background, feel welcomed and upheld by the school community (pupil/parent feedback).
- The majority of pupils, particularly high achievers and vulnerable learners, make good progress and achieve well. They are clear about objectives and personal targets, including next steps in their learning. The school has identified groups of learners, including middle attainers, who require additional support to achieve their potential.
- Learners feel safe, secure and are happy (pupil and parent feedback). Pupils say this is a school where Christian values of respect, trust and love are lived out. They are confident, have good self esteem and support each other well.
- A strong focus on pupil voice (school council/ junior leadership team who are involved in taking forward areas of development identified in the school development plan). Strong evidence to support pupil voice effecting change and improvement (interview

with junior leadership team involved in improvement to reflection areas around school – produced action plans, scrap book of ideas, pupil questionnaire and discussed future actions) .

- Strong, mutually supportive relationships with the church community. Revd Lusty is a regular visitor to school and leads worship and the church is used as a rich resource for the curriculum.
- Learners enjoy collective worship and religious education and are able to express why it is important to them and how it impacts on their attitudes and behaviour and the choices they make.
- Collective worship is well planned and themes built upon across the week, both within and outside of worship. Pupils have opportunities for active participation and meaningful reflection .
- A well planned RE curriculum which the children enjoy and which includes opportunities for visits out and visitors in and takes advantage of close links with the local church and its community.
- Good assessment systems in RE which monitor the progress and attainment of learners, with outcomes at least in line with other curricular subjects.
- Progress with areas highlighted for development at the last inspection:

* The school has addressed the area for development identified in the last inspection and extended opportunities for pupils to regularly plan and lead acts of worship (classes and groups – pupil feedback/planning) .

* The school has strengthened its links with local faith communities and engaged its own diverse school community more effectively (Cultural support meetings leading to better communication for families whose first language is not English/ involvement in multicultural week and contributions to the wider curriculum, sharing culture and traditions/ pupil support committee looking at links with other faiths/ links with other schools etc)

We also discussed some possible areas to consider in taking forward the distinctiveness and effectiveness of your school as a Church of England School.

- Consider using the self evaluation document as a working document, focus particularly on those areas highlighted for development – this would be a good tool for engaging all staff, including those newly appointed, in the agenda for improvement and ownership of policy and practice. Focus particularly on identifying what the school already provides and the impact on learners and the school community- this will enable the team to then clearly identify any gaps in provision or practice. At the moment the document undersells what you do!
- Consider opportunities for further extending pupil voice. Philosophy for Children is a natural next step and would encourage a spirit of enquiry across the curriculum, including RE, and grow and build those higher order skills of reflection, analysis, hypothesis etc.
- Consider whether there are opportunities for staff to observe each other in RE lessons. You have elements of outstanding practice in RE and it would be useful to share that good practice , particularly with newly appointed staff. Observations could include feedback on the use of different teaching and learning opportunities to explore themes including shared and paired talk, debate, questioning, analysis and reflection and how this impacts on higher order skills.

- Develop areas in the outdoor environment where children can have quiet time and opportunity to reflect (as your junior leadership team have planned).

I hope these observations are useful as you continue to improve as a Church of England school.

Yours sincerely
Lin

Lin Paisley
Consultant School Adviser
SIAMS Inspector