

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Whinmoor St Paul's Church of England Primary School

Vision

At Whinmoor St Paul's, we believe that every child is a unique child of God and lives in a world that God has made. We believe that all adults and children should be given opportunities to 'Let their Light Shine.' We have a loving, caring community, underpinned by our Christian ethos in which everyone, regardless of our differences, feels valued, nurtured and secure.

Whinmoor St Paul'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 renewed and invigorating Christian vision underpins policies and decisions within the school. As a result, adults and pupils grow professionally and personally as unique individuals who are valued, supported, and nurtured.
- The vision inspires leaders in their approach to the curriculum and the wide variety of extra-curricular activities on offer. This enriches and extends their experiences and spiritual growth. Bespoke support means pupils who have special educational needs and/or disabilities (SEND) can access and enjoy their learning.
- The wellbeing of individuals is at the heart of the school community. Leaders, including governors, are inspired by the vision making decisions that support overall wellbeing and mental health. This empowers people to let their light shine for their benefit and that of others.
- Daily collective worship gathers Whinmoor St Paul's in prayer, reflection and song. It enables the school community to contemplate the meaning of the school's vision and values, as well as their own thoughts and actions. Worship contributes significantly to personal spiritual growth.
- The religious education (RE) curriculum is carefully organised and is broad and balanced. This enables pupils to develop knowledge and understanding of a wide range of worldviews and world religions, including Christianity.

Development Points

- Develop a whole school understanding of justice and responsibility. This is to empower pupils to recognise and respond to injustice when it is encountered.
- Extend assessment in RE so that it challenges and supports pupils to know and understand the progress they are making.



Inspection Findings

Vision and Leadership

The school's Christian vision creates its beating heart. A recent review of the vision ensures that it reflects the needs and aspirations of the school's context and community. It successfully encourages people to recognise themselves as unique, loved and talented individuals and learners with the potential and opportunities to shine. The vision's words and meaning are evident in the policies and practices that underpin school life. It inspires approaches to professional development that nurture adults to thrive in their current roles and feel confident taking on new challenges. The vision instils in pupils the belief that they can succeed in their personal relationships and learning. Consequently, they are empowered to thrive at Whinmoor St Paul's. Leaders know the difference that the vision makes because they robustly monitor its impact. Governors are increasingly adept at evaluating the vision's strategic impact, although their systems are still developing.

Vision and Curriculum

Throughout the school, adults support and nurture pupils to grow as learners and to explore and find their strengths, interests and talents. The effective emphasis on learning that promotes pupils' curiosity assists this. Leaders ensure pupils can shine by enabling them to access their learning. Pupils who have SEND and/or who are vulnerable or disadvantaged, even temporarily, are carefully supported. Tailored provision empowers them to learn and participate alongside their peers. In line with the vision, adults have adjusted their supportive roles in the classroom to ensure pupils receive the challenge and encouragement they need. This means that pupils enjoy and are confident in their learning. Pupils participate in a rich extracurricular programme of activities that encompass crafts, sport and music. In this way, they expand their interests and find new talents. Adults clearly articulate the many ways they adapt learning and opportunities to encourage pupils to reflect on what they see, hear and do. In this way, they actively promote spiritual flourishing and pupils' sense of what is awesome and wonderful is developing.

Worship and Spirituality

Worship is a cherished and important part of each school day. Offering adults and pupils the opportunity to worship and reflect in different spaces and groups extends their experience of meaningful worship. Through practical examples and challenges, worship brings the Christian message to life and contributes to harmony in the school community. Carefully selected Bible stories, prayer, joyous singing, music, and stillness create a golden thread that gives worship relevance. As a result, adults and pupils explain how gathering for worship shapes their understanding of how, as individuals, they are supported, loved, and cared for. It captures and demonstrates how the school's vision makes being unique possible. Supported by local clergy, Harvest Festival, Easter and Christmas worship are highlights that bring the school and local worshippers together. Prayer boxes and classroom reflection areas create additional foci for quiet contemplation that nurture spiritual flourishing. People appreciate that worship is Anglican but know that they are included and can participate without compulsion, whatever their personal beliefs. The worship coordinator supports both adults and pupils to plan inspirational worship. Consequently, worship quality is consistent and supports the spiritual flourishing of the school community. Leaders know the impact of worship because they evaluate it regularly and comprehensively.

Vision and School Culture

Central to this welcoming and nurturing community is the vision-inspired commitment that people know and understand that they are cherished. This creates a harmonious community where pupils and adults are valued and treated as unique children of God. At the heart of this approach is the



emphasis on sustaining good mental health and wellbeing. Adults use a range of strategies to support individuals when they face challenges. This includes school expertise and local networks and agencies that provide additional wellbeing advice and practical support. As a result, adults and pupils reflect on feeling happy, secure and able to flourish in their work and learning. Staff receive the personal guidance and professional development that empowers them to undertake their roles confidently. They work as a committed team to help pupils shine in their achievements, learning and relationships. Staff create a culture of equity, dignity and support that respects the rich diversity of heritages, abilities and talents. They consistently model respectful, dignifying behaviours. This results in pupils who know how to be good, helpful friends to one another and delight in doing so. They appreciate that when they have disagreements, they also have solutions. This contributes to the school nurturing pupils as individuals who know they are secure and cared for.

Vision, Justice and Responsibility

Adults are determined that pupils have the learning, confidence and courage to let their light shine in school and beyond. Pupils learn about justice and responsibility through worship, their lessons, and the fairness they experience within the school. People are generous with each other and strongly support fairness and equity within the school. Pupils understand how to voice their opinions respectfully and do so confidently because they know that they will be listened to. However, their appreciation of injustice is often limited to situations that directly affect them. In these circumstances, they are quick to take responsibility and act for others. They do not necessarily recognise that injustice occurs within society or that they can use their voices to promote change. In school, the array of leadership roles available supports and allows them to play an active role in their school community. This includes roles such as school councillors, wellbeing ambassadors, worship committee members, eco warriors and a variety of responsibilities within their classrooms. Inspired by the vision of living in a world God has made, outdoor learning encourages pupils to care for nature, and pupils are proud of their stewardship.

Religious Education

RE has a high profile within the school. Pupils recognise it as an important subject and explain its relevance to their lives and the lives of others. Effective subject leadership ensures pupils access a broad and interesting RE curriculum developed in conjunction with the diocese. They are supported in deepening their knowledge of Christianity as both a local and a global religion. Using a carefully arranged blend of resources, pupils investigate a range of religions and worldviews. Key Stage 2 pupils particularly enjoy exploring the importance of Diwali for Hindus and Ramadan for Muslims. Pupils actively engage with their learning. They hold thought-provoking discussions and ask searching questions that are sparked by their curiosity. Pupils consider RE a safe space to share opinions and to listen respectfully to one another. In this way, the subject contributes both to pupils' academic and personal growth.

Adults assess pupils' work in RE thoughtfully, regularly and accurately. Art, drama, poetry and written responses enable pupils to capture and express their learning as well as contribute to assessment. This supports pupils in demonstrating their knowledge, understanding, and opinions. Teachers use assessment to adapt teaching and ensure pupils can build on their previous learning. This helps them know pupils' progress. However, feedback does not sufficiently inform pupils of their personal progress or challenge them to reach their full potential in the subject. Leaders evaluate the standards of teaching and learning in RE carefully and with rigour. They know that the subject is well taught and offer support and guidance where helpful. This encourages staff to share resources and collaborate to ensure lessons are consistently high quality. Consequently, pupils enjoy and actively participate in their RE learning.

Information

Address	Whinmoor Crescent, Whinmoor, Leeds, LS14 1EG		
Date	18 September 2026	URN	108051
Type of school	Voluntary aided	No. of pupils	214
Diocese	Leeds		
Headteacher	Leanne Vaughan		
Chair of Governors	Lydia Anchen Ruth Davies		
Inspector	Fiona Ashton		