

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Westminster Church of England Primary Academy, Bradford	
Address	Westminster Road, Bradford, BD3 0HW
How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	
Overall grade	Good
The impact of collective worship	Good

School's vision
<p>Everyone welcome...embraced by our family, taken to our hearts. Everyone belongs...rooted in love, celebrating each person's uniqueness. Everyone flourishes...treasured experiences, enriching lives.</p> <p>"There is one body, but it has many parts. But all its many parts make up one body." St Paul's letter to the Corinthians</p>
Key findings
<ul style="list-style-type: none"> • Strong and effective leadership are effective in promoting the school's distinctive Christian character. The vision is central to decision making and ensures that all flourish. • Adults have a positive and enriching impact on pupils and the wider school community. Social action, practical care and support are the heartbeat of the school. By contrast, opportunities for pupils to make a difference are less well developed. • Religious education (RE) is a strength of the school. It supports the development of pupils' knowledge and understanding enabling them to talk confidently about religious texts and beliefs. • Worship is inclusive and invitational. However, the local church community has limited involvement in the worshipping life of the school. • Opportunities to experience awe and wonder are threaded throughout the curriculum. Despite this, a clear and secure shared understanding of spirituality is not established.
Areas for development
<ul style="list-style-type: none"> • Develop a shared vision for spiritual development that is woven throughout the curriculum and life of the school. This will allow pupils and adults to respond to spiritual and ethical issues. • Ensure that pupils have opportunities to take responsibility, make decisions and engage in social action. This will support them in being agents for change. • Further strengthen the relationship between the school and local church community. This will enrich worship and strengthen community bonds.



Inspection findings

Westminster School embraces its pupils and their families with love and support. Following recent changes in school leadership, the vision has been revisited and reinvigorated. The new streamlined version is accessible, understood and lived out by all. The vision is theologically underpinned in the biblical teaching of St Paul that 'there is one body, but it has many parts'. There is a recognition that each person's uniqueness is treasured and nourished by God's love. This is further facilitated by the school's six Christian values. Pupils accurately link these values to Bible stories and explain the impact that they have on their lives. For example, the forty days that Jesus spent in the wilderness encourages them to persevere and be determined.

The school's priority to welcome and provide a place of belonging is valued by this diverse and mobile community. Consequently, all are enabled to flourish in their own way. Leaders know the school well. Regular and planned monitoring and evaluation leads to continued growth and improvement. Relationships with Bradford Diocesan Academy Trust (BDAT) are highly supportive and beneficial. BDAT works closely with school leaders, facilitating professional development and practical support. This is further advanced via regular training and updates from diocesan advisers. Staff well-being is a high priority. Established systems mean that adults know that they are valued, cared for and part of a team.

Learning experiences are designed to meet the specific contextual needs of the school community. A variety of frequent physical activities and an emphasis on learning to cook, advocate a healthy lifestyle. Those with special educational needs are given careful and appropriate support. 'Proud to be Bradford' is an intrinsic element of the school's vision. A ladder of aspiration provides many occasions for pupils to explore and learn from their local environment. Visits to the cathedral, mosque, Alhambra and other local places of interest increase knowledge of the local environment. Further afield, pupils visit locations such as the seaside and London to experience life beyond Bradford. These visits broaden horizons and promote spiritual development. Pupils enthusiastically relate the sense of awe and wonder experienced on such occasions. However, a broader sense of spirituality does not permeate the curriculum. Consequently, occasions to explore spirituality further are lost. There is a strong culture, woven throughout the curriculum, that encourages respect for difference and diversity. Lessons include learning about people such as Elton John, Louis Armstrong and David Hockney. Pupils celebrate and are inspired by the diverse backgrounds of these famous individuals. They are also encouraged to learn from one another. Disagreeing well is a positive attribute. It enables pupils to better understand their own beliefs and values and those of others.

The school's Christian values are central in the life of the school. Pupils know that forgiveness advances harmony and that determination develops character and success. There is a clear behaviour policy. This incorporates second chances and times for reconciliation. It is understood by both adults and pupils. Exclusions are rare and poor behaviour is dealt with in a way that reflects the Christian vision. Pupil play leaders set an example at break times and provide support when needed. Leadership groups among pupils are appreciated. Members of the Eco committee and Captains' Council are eager to make a difference. Whilst there is some evidence of their achievements, the roles are not yet fully developed. Consequently, opportunities to challenge injustice and bring about change are not always embraced. The vision is central in its compulsion to meet the physical, practical and emotional needs of its wider community. The 'Hub' provides a safe environment where families receive a comprehensive variety of care and support. Parents speak with passion of the way in which staff have gone the extra mile to help. They are effusive in their



appreciation, in their trust and in their sense of belonging. Leaders and staff embody the school's vision so that all can be nourished by God's love and flourish. They engage in social action and are courageous advocates for their community. Parents are in no doubt that this is a place where they are welcome and belong. During inspection, parents rightly described the school as an extended family.

RE is led with enthusiasm and skill. Leaders recognise its importance in allowing pupils to explore their own beliefs. The vision is integral to the planning and delivery of lessons. Pupils correctly explain that in studying other faiths they are able to get closer to their own. The high status given to RE is exemplified in the quality of provision. Training and professional development in this area is given priority. Appropriate emphasis is given to the teaching of Christianity and RE fulfils the Statement of Entitlement. Positive attitudes to diversity abound and there is a well-developed understanding of Christianity both locally and globally. Lessons advocate respect for those of a wide range of cultures, faiths and beliefs. Pupils are able to make connections between different faiths. Characters such as Mary and Joseph are explored in both Christianity and Islam. Lessons are a safe place where pupils feel able to explore and share their opinions and beliefs.

Collective worship is invitational and highly inclusive. It is valued as a time of reflection and inspiration. Planning is thorough and effective. It encourages all to think deeply about a range of Bible stories, festivals, important Christian beliefs and values. Pupils lead class worship on a weekly basis. They explore 'Big Questions' such as 'should charity stay at home?' They demonstrate enthusiasm and can articulate the effect that their contribution makes. Weekly worship is also led by local church leaders. However, further links with the church community are not well established resulting in missed opportunities. Despite this, worship reflects the traditions of the Anglican and wider Christian church. For instance, the lighting of three candles to symbolise the Christian belief in God as Father, Son and Holy Spirit.

Westminster school's diversity and inclusivity are central to its identity and upheld by the living vision that permeates this community.

Information			
School	Westminster Church of England Primary Academy, Bradford	Inspection date	17 March 2023
URN	142824	VC/VA/ Academy	Academy
Diocese/District	Leeds	Pupils on roll	541
MAT/Federation	Bradford Diocesan Academies Trust		
Headteacher	Simon Gallacher		
Chair of Governors	Janet Tringham		
Inspector	Joanna Brookes	No.	2110