



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bradford Academy	
Address	Teasdale Street, Bradford, BD4 7QJ
School vision	
<p>Responsibility, Respect, Resilience – A shining light in our community. ‘You are the light of the world. A city on a hill cannot be hidden.’ – Matthew 5:14</p>	
School strengths	
<ul style="list-style-type: none"> <li>• Collaboratively reviewed by all groups within the academy community, the Christian vision resonates with adults and pupils throughout the academy. It underpins decisions and promotes positive approaches and opportunities. Consequently, it is enabling pupils and adults to thrive.</li> <li>• Leaders are ambitious for the academy and wider community. They have a singularity of purpose that is transforming life chances through learning and personal development.</li> <li>• Thoughtfully planned and led collective worship invites all members of the academy, without compulsion, to have daily moments of quiet reflection. This encourages all, and empowers many, in their spiritual growth.</li> <li>• Affirming relationships are a strength. The values of responsibility, respect and resilience are widely understood and employed. They make an impact within, and beyond, the academy.</li> <li>• Religious education (RE) is carefully planned and sequenced. It is enabling many pupils in their academic understanding of a range of worldviews and world religions including Christianity.</li> </ul>	
Areas for development	
<ul style="list-style-type: none"> <li>• Consider and develop the language of spirituality. This is so that adults and pupils can recognise and articulate their spiritual development and flourishing.</li> <li>• Extend the range of worship styles and experiences addressed when collectively gathered. This is so that all have an opportunity to engage with the breadth of Christian expression.</li> <li>• Further develop and enrich the RE curriculum. This is so that learners, particularly at Key Stage 4, are inspired in their enquiry into, and appreciation of, the diversity of religious beliefs and worldviews.</li> </ul>	
Inspection findings	
<p>Leaders are entirely focused upon ensuring that Bradford Academy is a Church school that meets the needs of the diverse community. This includes pupils of all ages, their families, staff and community partners. The comprehensively, collaboratively reviewed and refreshed Christian vision is at the heart of this determination. It now underpins all decisions and developments. The vision is widely known and understood by adults and pupils. Consequently, it is quickly embedding in the life of the academy and rapidly transforming the culture. Leaders at all levels, including governors, are energised by the vision. They act with a singularity of purpose for the good of all. They know the</p>	



need for, and the impact of, their decisions because they robustly and diligently monitor, evaluate and consider the academy. They are proactive and brave in their responses because they keep the needs and aspirations of staff and pupils as their core focus. This encourages the partnerships that they develop for the good of the academy and wider community. These include with Leeds Diocese, other Church and community schools and with local education and social need providers. Adults appreciate that leaders encourage their professional and personal wellbeing and aspirations.

Learning across Bradford Academy is organised to enhance pupils' potential as resilient and successful learners and citizens of the future. Leaders are confident that their decisions open doors for pupils enabling them to become responsible shining lights in their communities and beyond. In working towards this, the vision inspired, enquiry-based approach to learning is capturing pupils' interests and responses. Subject leaders across all phases, consciously develop learning and extra activities so that they build pupils' subject expertise and contribute to their personal development. Pupils with special educational needs and disabilities (SEND) or who are vulnerable or disadvantaged even temporarily, receive bespoke support. Parents appreciate this care and consideration and that it extends to care for the whole family's wellbeing. Subject leaders are developing and embedding within learning opportunities for spiritual experiences. Poetry, music and other activities across different subjects intentionally expose young minds to the world beyond themselves. Art projects help pupils consider personal worth, their city and how societies represent themselves. This enables cultural awareness, reflection and moments of mindfulness that pupils appreciate. It promotes their spiritual growth. However, many pupils lack the language to express their spiritual flourishing and the ability of adults to capture pupils' expressions of spirituality are underdeveloped.

Leaders carefully plan collective worship so that it is appropriate and accessible to the whole academy. Inspired by the vision, it provides a clear focus for each day. Without compromise but with invitation, it enables all to engage in moments of thoughtfulness. Within the primary phase, the highly organised and efficient pupil worship committee confidently prepare and evaluate worship. They creatively contribute to leading worship and work well with adults, including local clergy. Their worship is rich and varied including the Bible, singing and times of prayer and quiet. Pupils within the secondary and post-16 phases experience daily worship within their teaching groups. Delivered 'virtually' by different leaders including the academy chaplain, it is facilitated by teachers. Consequently, worship is experienced by all. It allows for a powerful, palpable period of reflection to occur. Biblically based, it brings God's message to life and precisely sets it within the context of the world today. Careful questions provoke pupils in their thinking and responses. This enables all to contribute irrespective of their personal religious belief or worldview. Thorough evaluation confirms the significant value that all place upon worship and the contribution that it makes to spiritual growth. However, older pupils do not routinely contribute to planning and leading worship nor experience the same breadth of Christian expression as younger pupils. Inspired by the Christian vision, partnerships between the diocese, local parish and academy are increasingly strong. Thus, the academy is becoming a shining light for the community.

Wellbeing in learning and personal development is a priority throughout the academy. Revised and refined approaches to behaviour management place a relentless focus upon positive, respectful relationships between all. This is impacting significantly and rapidly upon the culture and relationships throughout the community. Consequently, pupils are courteous to each other and adults. They increasingly consider the academy as a just and fair community. Pupils respond to the rewards system that allows pupils to reset their behaviours and be 'better'. Restorative conversations and fresh starts abound. A pupil expressed the impact of new approaches as being able to feel the academy improving every week. A parent explained how the academy's three 'Rs' of responsibility, respect and resilience, are part of the language of her child and his friends when at home. Pupils' leadership opportunities and the multitude of ways in which pupils opinions are

captured and responded to, are highly valued. Staff expressed the positive impact that excellent academy communication has upon their wellbeing.

The academy's ambition to be a 'shining light in the community' is at the heart of decisions and actions. Academy leaders are keenly aware of the context of the communities that they serve. They take decisions that have benefits for the local community and that build trust and mutual respect. For example, allowing local young people to access sports facilities for nominal costs and sharing what wealth they have with others through food hampers and gifts. Pupils are generous in their support for local, national and international causes. They decide upon these democratically and show increasing initiative and independence in their advocacy for others. In this, they take their lead from the academy's adults who model respect and responsibility between individuals and groups. Throughout the academy, pupils demonstrate a concern to be good stewards and to make positive contributions to eco projects.

RE is rightly considered a core subject across the academy. All pupils have regular, formal RE lessons. Evaluation indicates that RE is a widely respected subject. The Leeds Diocese syllabus provides a firm foundation for the well sequenced lessons that pupils experience until the end of Key Stage 3. Pupils in these key stages experience rich and demanding learning. Lessons are carefully planned and effectively engage pupils' interest and inquisitiveness. Therefore, pupils make progress in their learning about a range of world religions and worldviews. Visits and visitors are increasingly extending, deepening and exciting the learning experience. Key Stage 4 pupils routinely study for a short course GCSE. A small, but growing, number of pupils opt to complete a full course GCSE. Both courses successfully enable pupils to improve their appreciation of Christianity, Islam and a range of carefully chosen social themes. However, not all pupils are motivated in their learning and some lessons are less dynamic than those enjoyed by pupils in earlier years. The academy has a carefully considered post-16 programme of learning in RE that is respected by pupils and extends their previous learning. Assessment of pupils' learning is accurate. It is efficiently monitored by the very capable RE leaders. It is used to shape learning so that outcomes for pupils are improving. Pupils know how to take responsibility for their learning because their teachers collaborate with them.

The inspection findings indicate that Bradford Academy is living up to its foundation as a Church school.

Information			
Inspection date	7-8 February 2024	URN	135367
VC/VA/Academy	Academy	Pupils on roll	1746
Diocese	Leeds		
MAT/Federation	Bradford Academy Trust		
Executive Headteacher	Melanie Saville		
Chair	Adrian Farley		
Inspector	Fiona Ashton	No.	860