

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bradford Forster Academy

Vision

At Bradford Forster Academy we are a community that cares deeply about each and every child.

As a Church of England School, not only do we want to provide all children with a lifelong love of learning but we are also driven to ensure all students are supported and cared for so they flourish into young people who are safe and secure and can make a positive difference in God's world.

'Everything is possible for one who believes.' (Mark 9:23)

Bradford Forster Academy 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

- Dedicated leadership is strength of the academy. Leaders use the Christian vision to drive improvements. The vision and values are at the heart of every decision made. This ensures that students are supported academically and personally.
- Guided by the Christian vision, students are known, loved and cared for by staff. This fosters a strong sense of belonging and creates a compassionate community where individuals are understood, valued and cherished.
- Collective worship is inclusive, relevant and thoughtfully planned. It offers meaningful moments for reflection that enable the spiritual growth of both adults and students.
- The vision shapes the curriculum. This is strengthened by a wide range of trips and activities beyond the classroom. These meaningful experiences broaden students' horizons and create lasting memories.
- Students, including those who have special educational needs and/or disabilities (SEND), are given the same opportunities as their peers. Teachers know their students well and adapt lessons to meet their needs. As a consequence, students are provided with appropriate support to succeed because tasks match their starting points and learning needs.

Development Points

- Enhance the organisation of learning in religious education (RE). This is so that students explore a range of beliefs held by individuals and communities across religions and worldviews.
- Extend opportunities across the curriculum for students to reflect on their own experiences, explore big questions and appreciate the world around them. This is to enhance the opportunities students receive to flourish spiritually.



Inspection Findings

Vision and Leadership

Leaders, including governors, and the Bradford Diocesan Academies Trust (BDAT) demonstrate a secure understanding of the community it serves. This shapes a Christian vision that is relevant and responsive to local needs. Grounded in the belief that all are made in the image of God, the vision celebrates the unique contribution of each individual, enabling all to flourish regardless of starting points. Respect is evident in the kindness shown within relationships across the academy. Growth is reflected in the way students are supported to flourish academically and personally, learning confidently alongside one another. A strong sense of community is demonstrated through the unwavering commitment of staff, who consistently go above and beyond. This ensures students are known, valued and supported. Leaders model the Christian vision and values, setting high expectation for achievement and character. As a result, students are challenged to achieve their academic potential while being nurtured within a culture of care. The trust enhances the academy's work through clear strategic guidance, collaborative opportunities and responsive support. This allows leaders to deepen curriculum provision in line with the Christian vision. Staff embrace professional development opportunities. As a consequence, this enables them to develop their expertise and strengthen classroom practice.

Vision and Curriculum

Subject leaders have developed a curriculum that inspires a love of learning. Students are increasingly engaged, attendance has improved and more young people actively participate in the life and opportunities of the academy. SEND provision is a strength. Tailored support, including the early identification of learning needs, weekly parental sessions, learning assistants and speech therapy, ensures individual needs are met. Subsequently, students who have SEND are able to flourish alongside their peers, accessing the curriculum with increasing confidence, independence and success. The diverse range of clubs from knitting to sports reflects the academy's commitment to provide opportunities for students to succeed. Students value the options of the clubs to develop confidence and build friendships through shared hobbies. The extensive variety of educational visits, spanning from residentials in Cornwall to theatre trips, enrich the lives of students. They speak about the visits creating lasting memories and offering experiences they would otherwise not have had. As a consequence, students gain a greater appreciation of the world beyond Bradford. Teachers provide spontaneous moments for spiritual reflection in lessons through moments of awe and wonder. However, as spirituality is not fully embedded within the curriculum, moments for students to engage in deep reflection and personal growth are underdeveloped.

Worship and Spirituality

Inclusive collective worship ensures that those from a range of beliefs and worldviews feel respected and valued. This creates a shared time for reflection and supports a culture of belonging. Students appreciate the diversity of the academy community and value worship as a time to come together in unity. The chosen approach to exploring spirituality provides a meaningful framework. It enables students and staff to reflect on personal sources of guidance, appreciate wonder, show empathy and recognise feelings and hopes. Students value how the approach helps to point them in the right direction, supporting thoughtful reflection during worship and deepening their spiritual development. Students and staff cherish the daily two-minute silence within worship. They describe it as a valuable moment to pause, find calm and refocus amidst the demands of daily life. Therefore, this practice nurtures wellbeing, encourages reflection and strengthens the spiritual life of the academy community. The dedicated room known as 'The Heart' enhances the spiritual flourishing of the academy by providing a calm and nurturing environment for reflection and support. Facilitated by the chaplain, it offers a space for prayer, enabling the spiritual flourishing of both students and staff.



Vision and School Culture

The practice of staff welcoming students each morning reflects the commitment of the adults to nurturing positive relationships. Consequently, this develops a strong sense of belonging from the moment students arrive. Guided by the vision, the combination of high standards, strong aspirations and robust systems establish a culture of respect and belonging across the academy community. Therefore, students and adults are treated with dignity, feel valued and are encouraged to achieve their full potential. Students speak about everyone being embraced equally, despite background or diversity. One student explained, 'At Bradford Forster, it is about who you are, not where you come from.' The commitment of staff to go the extra mile for students reflects a strong culture of pastoral support and compassion. Staff know students individually and demonstrate kindness in their daily interactions. For this reason, students feel known, valued and nurtured, strengthening their sense of belonging. The strong relationships students develop with staff provide a foundation for mental health support enabling them to feel secure and deal with emotions. Staff value the recognition they receive through shout-outs and 'attitude to gratitude' cards from students and letters home from leaders. The achievements and contributions of students and staff are recognised and celebrated. This contributes to a positive culture of community across the academy.

Vision, Justice and Responsibility

Rooted in the Christian vision, the academy places a strong emphasis on the value of 'community.' The personal development curriculum and worship enable students to learn about justice and responsibility locally, nationally and globally. This empowers them to understand issues of injustice and the importance of standing up for unfairness. This awareness motivates students to respond to issues of injustice through practical acts of service. This particularly includes fundraising for children's cancer charity Candlelighters and supporting food provision locally. Consequently, this enables students to understand that their actions can bring hope and make a meaningful difference to the lives of others. They talk about appreciating what they have and the need to help others.

Religious Education

RE has made rapid progress, providing students with opportunities to explore diverse worldviews and deepen their understanding of faith and belief. Students recognise the importance of learning about different cultures and religions, describing how it helps them to understand others and the world. The use of biblical texts within RE lessons increases challenge. Students describe that the stories and texts enable them to consider deep meanings and to explore different perspectives. The knowledge organisers are appreciated by students. They contribute to students' secure recall of key vocabulary and prior learning. Non-specialist teachers value in-house training. Therefore, confidence and subject knowledge has increased. Disciplinary knowledge is not explicitly planned and embedded across the curriculum. This is to enable students to explore different worldviews by understanding beliefs, thinking deeply about important questions and considering how beliefs influence people's lives.

The quality of teaching within RE is strong and learning is engaging. Students appreciate time for discussion within lessons. Subsequently, this helps them to appreciate different viewpoints and to disagree respectfully. Teaching and learning is monitored by systems such as observing lessons and checking books. This celebrates effective practice, identifies opportunities for further support and indicates where professional development can make a difference. This enables targeted support and professional development. Students are provided with meaningful feedback about their work. They describe how the feedback supports them to deepen their thinking, reflect and improve their work. Whole-class feedback is used effectively to support students in recognising their achievements and to respond to areas for development. As a consequence, students develop greater ownership of their learning and confidence in improving their work.

Information

Address	Fenby Avenue, Bradford BD4 8RG		
Date	24 and 25 June 2026	URN	140429
Type of school	Academy	No. of pupils	885
Diocese	Leeds		
MAT	Bradford Diocesan Academies Trust		
MAT Chair	Tessa Mason		
Headteacher	Dan Styles		
Chair of Governors	Debbie Neale		
Inspector	Lindsay Henderson		