

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Badsworth Church of England Junior and Infant School

Vision

CARE – Prepare – Believe

Consider and Respect Everyone as Jesus Taught,

Prepare for a bright future,

Believe you can make a difference

‘I can do all things through Him who strengthens me.’ Philippians 4:13

Alongside our vision, we have our associated Christian values of belonging, kindness, courage, forgiveness, trust and hope.

Badsworth Church of England Junior and Infant 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 school’s Christian vision is deeply embedded and seamlessly woven throughout school life. It is lived out daily through the school’s associated Christian values. Pupils and adults fully embrace the vision, creating a strong sense of community and belonging.
- Badsworth is a truly inclusive school community. Guided by the school’s vision, priority is given to developing a deeply pervading culture of care and respect. As a result, support for pupils with special educational needs and/or disabilities (SEND) and their families is exemplary.
- Collective worship is central to school life and is a clear expression of the Christian vision and associated values. It challenges older pupils’ thinking and inspires them to live out the vision in their wider lives.
- Meaningful opportunities are provided to nurture spiritual development. The school’s shared approach is applied consistently through the curriculum and during collective worship. This enables pupils and adults to engage in purposeful moments of reflection, supporting their spiritual flourishing.
- Religious education (RE) is carefully planned to build on pupils’ knowledge of religious and non-religious worldviews. This allows pupils to learn about and appreciate a diverse range of perspectives.

Development Points

- Develop a consistent approach to monitoring and evaluating the impact of the school’s vision. This is to ensure that governors know how it is enabling staff and pupils to flourish.
- Develop pupils’ understanding of justice. This is to enable them to actively use both their sense of responsibility and their sense of justice to care for others.
- Ensure that collective worship is inclusive for younger pupils. This is to enable all pupils to access opportunities to support and develop their spiritual growth.



Inspection Findings

Vision and Leadership

Badsworth is an inclusive and caring school where pupils and adults are cherished and respected. The school's Christian vision reflects the biblical teaching that God gives people the strength to make a difference. It shapes respectful attitudes and caring relationships amongst members of the school community. Leaders are relentless in ensuring that the vision is seamlessly woven throughout school life. They model it through their strategic decision making. This is demonstrated through their engagement in the All Saints Partnership of local Church of England schools. Staff benefit enormously from both the support and training they receive through the partnership. Leaders model the vision in their daily interactions with staff, pupils and parents alike. As a result, pupils have a deep understanding of what it means to care, prepare and believe. To ensure care for staff, leaders prioritise their training and development. They identify and nurture potential, enabling staff to progress within their careers. Governors know their school community well and played a central role in revising the school vision. They regularly complete robust monitoring exercises, however, they do not specifically review or evaluate the impact of the vision.

Vision and Curriculum

The Christian vision shapes the curriculum and supports pupils to flourish. To achieve this, leaders reviewed the curriculum in light of the vision. Consequently, the revised curriculum now prepares pupils for a 'bright future'. It is informed by evidence-based research, with high quality training provided for staff to aid successful delivery. As a result, teachers are equipped to meet the specific needs of pupils within their class, including those with SEND. Following diocesan training, staff recognise what spiritual development looks like in their school context. At Badsworth, spiritual growth is demonstrated through relationships with 'ourselves, others, the world around us and a sense of something beyond'. Staff prioritise meaningful experiences that foster pupils' spiritual development. This includes both spontaneous and planned activities within the curriculum. Staff and pupils benefit enormously from guided spirituality days led by local Christian communities and charities. A recent 'journey day' for staff members provided time and space for their own spiritual development and wellbeing.

Worship and Spirituality

Collective worship is central to school life and creates a strong sense of belonging across the school community. It provides meaningful opportunities to explore and reflect on the Christian vision and supporting values. Following diocesan training, leaders have strengthened the impact of collective worship by increasing opportunities for spiritual reflection. They introduced the weekly 'one thing', encouraging reflection and action beyond worship. This approach supports spiritual flourishing by helping pupils and staff apply ideas and learning from worship in their daily lives. For example, after leading worship on the value of courage, leaders invited pupils to reflect on when bravery might be needed. At the end of the week, a staff member shared how owning up to a mistake required courage, inspiring pupils to act bravely themselves. Pupils enjoy worship and participate enthusiastically. However, planning and resources do not always provide sufficient support for the younger pupils to understand more complex themes or Bible stories. Prayer is consistently invitational and is an integral part of the school day. The school's pupil worship council recently introduced a weekly 'prayer club'. Their extensive prayer book is treasured, with classes borrowing it for their own times of prayer.

Vision and School Culture

The school community is united by a commitment to build a culture of care and belonging. This guides pupils and staff daily, reflecting the school's vision. Peer relationships are strong, balancing care and forgiveness with a restorative approach to behaviour, with the vision at its heart. Following the highly successful introduction of an outdoor play project, pupils play equitably and imaginatively in mixed age groups. Parents report that the learning pupils gain from this culture of care and respect remains with them beyond their primary years. Through this culture, staff are valued and cherished as equal and trusted partners regardless of their roles.



Vision, Justice and Responsibility

Inspired by the vision, pupils show a strong sense of responsibility and self-belief. They know that they can make a difference in the world. Pupils are proactive when seeking to help others. A recent example is their fundraising work for the Red Cross. Pupils specifically selected this charity as it provided support for a staff member during a time of personal difficulty. Staff create opportunities for pupils to learn about environmental responsibility within the curriculum. A key example being the recent whole school focus on a children's book about the plight of the orangutans. Pupils in Year 1 were so moved by what they heard that they asked leaders if they could run a 'cakes for apes' bake sale. Leaders have forged strong, mutually beneficial partnerships with St Mary's Church, the All Saints Partnership and the Diocese of Leeds. These collaborations enhance staff training and provide effective care, guidance and challenge for pupils and staff alike. Opportunities for pupil leadership are wide-ranging. They include responsibilities such as reading ambassadors, play leaders and junior prefects. Pupils value the experience they gain within these roles and recognise how they 'prepare them for a bright future'. Collective worship themes and curriculum topics such as Black History Month help pupils to explore issues of justice. However, pupils' understanding of justice is not as well developed as their understanding of responsibility. As a result, pupils are not confident in recognising injustice.

Religious Education

Religious education holds a significant place within school life. It aligns closely with the Christian vision and associated values, contributing significantly to pupils' understanding of the world. Pupils have a strong awareness of Christianity as a global world faith. They understand why images of Jesus vary across cultures and communities. As a result of diocesan training, leaders identified that pupils' retention of key knowledge linked to world religions was not secure. In response, they created a curriculum resource to support pupils' retention of key concepts and vocabulary. Leaders also introduced a 'pause and reflect' initiative into the curriculum to provide pupils with structured key questions to expand and deepen their responses. The RE curriculum now builds pupils' knowledge and understanding of a range of religious and non-religious worldviews progressively over time. The RE curriculum is enhanced through visits to places of worship, where pupils enjoy hearing firsthand about beliefs and practices. As a result, pupils develop care, respect and an appreciation for diverse beliefs. They value the role of RE in helping them to live well within a diverse global community.

Information

Address	Main Street, Badsworth, Pontefract, West Yorkshire, WF9 1AJ		
Date	23 April 2026	URN	130964
Type of school	Voluntary controlled	No. of pupils	210
Diocese	Diocese of Leeds		
Headteacher	Jenny Griffiths		
Chair of Governors	Michael Finney		
Inspector	Katie Savage		