

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Richard Taylor Church of England Primary School

Vision

Our school is a place where all know that they are safe, loved and flourish as a child of God.

‘Love your neighbour as you love yourself’ Mark 12:31

Richard Taylor 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 school’s Christian vision, rooted in respect, trust, and service, is central to every aspect of school life. It fosters a deep sense of belonging and ensures all pupils and adults are supported to flourish as unique individuals.
- Collective worship is a central and valued part of daily life, bringing pupils and adults together and providing meaningful opportunities for reflection. It is thoughtfully planned, engaging and has a deep impact on the spiritual and personal development of the school community.
- Leaders have created an inclusive and nurturing environment that underpins a carefully constructed curriculum. This curriculum offers broad, enriching experiences that significantly enhance pupils’ educational journey. Those with special educational needs and disabilities (SEND) are exceptionally well supported through tailored provision that enables full access, progress, and personal growth. Their needs are understood and met with care, allowing them to thrive academically, socially, and spiritually.
- Pupils behave well and build positive relationships. This creates a strong sense of pride and belonging across the school community.
- Religious Education (RE) is well led and recognised as a valued subject within the school. Pupils meaningfully explore world religions and non-religious beliefs with curiosity and respect. The curriculum is carefully planned and sequenced and supports effective teaching and learning. Pupils enjoy RE and engage enthusiastically with their learning.

Development Points

- Ensure opportunities for spiritual development are embedded across the curriculum to deepen pupils’ understanding of spirituality. This will enable pupils’ experiences to be broader and their spiritual growth enriched through meaningful and reflective learning.
- Build on the RE curriculum to increase opportunities pupils have to develop a secure understanding of Christianity as a global living faith.



Inspection Findings

IQ1: Vision and Leadership

Rooted in Mark's Gospel, the Christian vision of 'Love thy neighbour as you love yourself' is the heartbeat of the school. It shapes its culture, relationships, and daily life. Guided by respect, trust, and service, this vision fosters inclusion and helps pupils thrive as children of God. The trust, leaders, adults, clergy and pupils clearly articulate their understanding of the vision. They thoughtfully share their own sense of how it is biblically rooted in a Christian narrative. This joint understanding contributes to the sense of unity throughout the school community. The impact is profound and far-reaching. It shapes policy and practice, and lives through the trust's language, actions, and shared aspirations.

IQ2: Vision and Curriculum

The curriculum is shaped by the school's Christian vision, nurturing pupils to flourish in mind, body, and spirit. Grounded in respect, trust, and service, it celebrates diversity and supports pupils. Creative and memorable experiences inspire curiosity and deepen understanding. Leaders create an environment where pupils, including those who have SEND are supported to thrive. A thoughtful curriculum and tailored support raise aspirations, build self-belief, and reassure parents through care and ambition. Leaders ensure the curriculum equips pupils to live life in all its fullness. Pupils gain knowledge, values, and character to make a positive difference to others. The curriculum is enriched through first-hand experiences that deepen learning and support spiritual development. Year 6 pupils attend a residential at Scargill, a Christian retreat, where they pause, reflect, and grow together. Experiences, such as space camp, help pupils connect with the wider world and look beyond themselves. Regular forest school sessions offer opportunities for personal growth and connection with nature. These experiences build confidence and self-esteem, while remaining anchored in opportunities for spiritual reflection and personal development. Although there are planned moments for spirituality to develop, the opportunity for spontaneous moments is weaker.

IQ3: Worship and Spirituality

Collective worship is a highly valued and central part of daily life. It is carefully planned and delivered with thought and care, offering meaningful opportunities for prayer, reflection, and spiritual growth. Worship brings the whole school community together, creating a strong sense of belonging and a chance for pupils to 'reset'. The school's close partnership with St John's and other local churches enriches the quality and impact of worship. Pupils take pride in being worship ambassadors. They lead worship and confidently share prayers and reflections that inspire their peers. These experiences help them grow in confidence and deepen their understanding of faith. Parents' involvement in the school prayer group strengthens relationships with families and creates meaningful opportunities for shared spiritual development. Strong partnerships with the church, diocese, and trust reflect the school's vision of loving relationships and support the ongoing improvement of worship as a life-giving and unifying part of school life.

IQ4: Church School Ethos and Culture

The school's deeply rooted Christian vision aligns fully with the trust's vision. It creates a culture of dignity, respect, and compassion for all. This shared vision shapes relationships and daily life across the whole school. Pupils behave well and build strong relationships with others. This fosters a deep sense of pride and belonging across the school community. The vision places wellbeing at the heart of school life, helping both pupils and staff to thrive. Staff feel supported and valued by leaders who invest in their professional growth and personal wellbeing. The school partners with families to support each pupil's unique needs, especially those who are vulnerable or have SEND. Leaders ensure that personalised support plans are in place, recognising the uniqueness of every learner. The school's nurturing environment has a positive impact on their pupils' confidence and development. It is a place where staff and pupils consistently surpass expectations, showing dedication, care, and commitment.



IQ5: Justice and Responsibility

The school's Christian vision of 'love your neighbour' nurtures a culture rooted in justice, fairness, and daily compassion. Pupils proudly demonstrate leadership qualities through a variety of ambassadorial roles such as eco, wellbeing and energy heroes. Pupils embrace these roles with purpose, pride, and a strong sense of responsibility. Through worship and learning, pupils explore justice and become people who make a difference. They support foodbanks, mental health services, and cancer charities through events they plan and lead. These experiences build empathy and deepen their sense of responsibility. Fundraising events and social action, such as wear a hat day, litter picks and cake sales show that servant leadership is woven into school life. Pupils also tackle global issues like poverty and inequality, especially during Fairtrade fortnight. Such opportunities help them see their role in building a fairer, more compassionate world. The school's vision inspires kindness, courage, and a lasting commitment to making a difference.

IQ6 and IQ7 Religious Education

RE is central to the curriculum, reflecting the school's deeply embedded Christian vision. Pupils enjoy RE and approach it with enthusiasm, recognising its relevance to their lives and the wider world. Learning is enriched through visits to places of worship, including local churches and a mosque. RE makes a strong contribution to pupils' spiritual, moral, social, and cultural development. Pupils understand world faiths well, although opportunities to explore Christianity as a global faith are less secure. The curriculum is carefully planned and sequenced to ensure high-quality teaching and learning. Christianity is given appropriate emphasis, alongside exploration of world religions and non-religious worldviews.

Lessons begin with big questions that spark curiosity, deep thinking, and thoughtful discussion. An engaging, debate-led approach helps pupils share ideas confidently and challenge differing viewpoints respectfully. Teachers revisit prior learning to help pupils build and deepen understanding over time. Effective questioning, purposeful feedback, and collaborative activities support progress and engagement for all learners. Pupils with additional needs access RE through adapted tasks that enable full participation and success. Assessment is used well to inform teaching and guide pupils in understanding their next steps. Diocesan training strengthens staff subject knowledge and supports ongoing professional development.

Information

Address	87 Bilton Lane, Harrogate HG1 3DT		
Date	13 October 2025	URN	141722
Type of school	Academy	No. of pupils	278
Diocese	Leeds		
MAT/Federation	Yorkshire and Causeway Schools Trust		
MAT Chair	Rachael Flower		
Headteacher	Andrew Symonds and Emma Crisell		
Chair of Governors	Jan Johnson		
Inspector	Steve Whelerton		