

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kilnhurst St Thomas CofE Primary	
Address	Meadow View Road, Kilnhurst, S64 5UA
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>Jesus said 'I have come that you may have life in all its fullness' (John 10:10). He calls us to a full life in mind, body, heart and spirit.</p>
Key findings
<ul style="list-style-type: none"> • The vision is rooted in Christian narrative and is embedded and lived daily. However, the vision is not used in school documentation to support decision making. • Dedicated class prayer spaces are well used and the curriculum directs specific times for reflection. The school has yet to develop a common understanding of spirituality to enable deeper discussion and insight. • Pupils embrace and are committed to the school's values. They are respectful, kind and supportive towards each other, but their experience of world cultures is currently underdeveloped. • Pupils enthusiastically choose to be part of collective worship. It is a significant part of the school day, deeply respected and valued by all. • Religious education (RE) nourishes and engages the pupils' interests. Staff ensure that RE is memorable through meticulous planning and interesting lessons.
Areas for development
<ul style="list-style-type: none"> • Establish a common understanding of spirituality so that it enables pupils and adults to engage in insightful and enhancing conversations. • Extend the explicit monitoring and evaluation of the Christian vision to inform future school development. • Expand and widely promote pupils' experiences of a multicultural world. This is so that pupils understand their place within a diverse and interconnected world.

Inspection findings

The distinctively Christian vision is embedded and lived daily. Leaders ensure that the vision is applied in responding to the community's needs. Consequently, it is the constant driving force and catalyst for the school's actions. Pupils articulate the associated Christian values with confidence, they know that they are each loved and celebrated as a unique child of God. Pupils explain how Christian values help them to reflect upon their interactions, providing a blueprint for their future success. A well-informed and able governing body are regular visitors and actively monitor school progress. They challenge and encourage the school's tireless and effective leadership. However, governors do not explicitly refer to the Christian vision in their documentation to aid the deliberations and monitoring.

Leaders make good use of partnerships with the diocese and with other church schools within the multi-academy trust. These collaborations enhance the curriculum and positively impact upon the quality of provision. In providing nursery education families benefit early from the expertise and nurture available to all. It is the first step in building a partnership between home and school which quickly becomes a distinctive welcoming family. The unconditional regard and desire for every child to succeed starts here. It is an example of how leaders boldly respond to the community's needs. Pupils, many of whom face challenging circumstances, grow in confidence with their secure attachment to school. Older pupils welcome children as they start school. This is just one way that pupils engage thoughtfully with each other. Everyone matters and everyone is compassionate.

The whole school community is resilient in responding to significant challenge. This mutually supportive school holds each family in Christian love and friendship, with dignity and respect, hoping for better futures. The trust between staff and families creates a significant bond. Through sharing their strength in addressing adversity, adults are role models for pupils. Their courageous actions show pupils how to build and maintain relationships, through perseverance during the most difficult experiences. The school is compassionate in ensuring that there is emotional support available for all. This includes access to the school's support dog. Through discreet and effective provision, the school ensures that the space, time and professional guidance can be easily accessed. Family support workers, the early help team and bespoke counselling are all available. This enables sensitive and timely support for those who are in particular need of kindness and practical solutions. There is always someone to listen. Additionally, the targeted nurture provision enables pupils to gain the skills and attributes for successful learning.

Pupils understand how they can be part of a unified response to adversity. For example, raising funds through charities such as Race for Life with specific loved ones in mind. They are learning to make a difference through their actions. Activities such as organising local litter picking show stewardship for their local environment. In partnership with the local church pupils serve warm meals during their lunch times for the benefit of the local community.

Through the combination of the vision and its application within the curriculum, staff persevere in raising pupils' aspirations. Pupils grow within a safe, secure environment. They are confident to ask questions, enabling them to develop enquiring minds.

Staff are highly motivated to be the best that they can be. They are professionally driven to provide inspiring learning experiences for every pupil. Through their dedication they speak of being 'called' to nurture and inspire pupils. Educational visits provide experiences that the pupils may not otherwise access. However, the school is aware that the pupils' multicultural experience is currently limited. By undertaking nationally accredited leadership training staff are well equipped to take on additional responsibility when needed. This ensures that the



school has a robust response to emerging challenges. Leaders strive to ensure that each pupil lives life in all its fullness. Staff feel valued by leadership, they are empowered and trusted. They note how leaders support their wellbeing and appreciate the measures taken for managing their workload.

The partnership with St Thomas' church is strong. After school clubs are offered in church which further cements the relationship. Clergy offer pastoral support to all and are frequent visitors to school. Attending the local church for festivals enables pupils to meet Christians in the expression of their faith. Clergy carefully explain the meaning of Christian services. For example, the 'experience Eucharist' enables pupils to build their knowledge of liturgy and the traditions of the Anglican church. Through welcoming local Christians from St Thomas' church pupils explore the place of prayer in their lives. Building upon prayers for thanks and forgiveness, pupils explore how they can express their concerns and feelings through prayer. Prayer spaces are placed in every classroom and the school hall. They enable pupils to reflect upon their feelings and develop personal responses. One pupil commented that when they write a prayer 'it goes straight up to God.' The value of prayer in the pupils' lives is clearly evident. A parent noted that their children say the school prayer at home. The curriculum is planned so that it also enables reflective opportunities in every subject. Pupils are encouraged to reflect upon the content of their learning, considering life's big questions and developing social awareness. However, there is a lack of a shared understanding of spirituality. Consequently, this limits how pupils and staff contemplate the wider dimensions of life.

The school is a harmonious and peaceful place for pupils to live, learn and flourish. This tranquillity is a measure of the impact of collective worship. Pupils take leading roles during these special times. They welcome their friends and invite everyone to join in with singing and the pupil written school prayer. Worship is varied and frequently interactive. The school's Christian values are explored, drawing attention to how they can enable all to thrive in mind, body, heart and spirit.

Expertise amongst the staff enables RE lessons to be taught confidently and is enhanced through robust resources such as 'Understanding Christianity', developing pupils' religious literacy. Staff have strong subject knowledge and engage pupils' interests through skilful questioning. Consequently, pupils immerse themselves in RE lessons. Their retention of information is strong and they articulately discuss significant tenets of world faiths. They are able to make independent comparisons between religions. They engage each other in discussions and explain the importance of belief within a range of world religions.

In this deeply welcoming and compassionate school the distinctive Christian vision enhances relationships and enables pupils, staff and governors to have the courage, determination and aspiration live life 'in all its fullness'.

Information			
School	Kilnhurst St Thomas CofE Primary	Inspection date	19 May 2023
URN	145273	VC/VA/Academy	Academy
Diocese/District	Sheffield	Pupils on roll	208
MAT/Federation	Diocese of Sheffield Academies Trust		
Headteacher	Rebecca Allard (Executive Head), Victoria Sherwood (Head), Rebecca Webster (Acting Head)		
Chair of Governors	Andy Brewerton		
Inspector	Mark Millinson	No.	2121