

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

### Thurlaston Church of England (Aided) Primary School

#### Vision

Teaching and Living the Christian Way of Life.

Building Our Lives on Jesus.

“Therefore, everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock.” Matthew 7v24

Thurlaston Church of England (Aided) 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 Christian vision of the school is underpinned by clearly articulated Christian values that drive the work of the school. Expressed as the ‘building blocks’ of school life, they guide the work of leaders, including governors. Their vision-led actions enable pupils and adults to flourish.
- Motivated by the school’s values of kindness and respect, leaders nurture mutually supportive relationships. A consistent whole-school approach enables pupils and adults to grow in their learning and personal development.
- Leaders are determined to create a curriculum that gives pupils all that they need to reach their full potential. A strong emphasis is placed on meeting pupils’ individual needs, including for those who have special educational needs and/or disabilities (SEND). As a result, pupils receive the support that they need to flourish in their learning.
- The school is at the heart of the community. Leaders forge meaningful links so that pupils take responsibility beyond the school. As a consequence, pupils know that they have a duty to care for people and the world around them.
- The religious education (RE) curriculum covers diversity within Christianity well. Thus, pupils appreciate the different ways that Christians in modern Britain think about and practise their beliefs.

#### Development Points

- Strengthen and embed the school’s understanding of spirituality. This is so that meaningful experiences are planned across the curriculum to nurture pupils’ spiritual growth.
- Extend the RE curriculum so that pupils learn more fully about diversity within a range of religions and worldviews. This is so that pupils appreciate how people across the world think about and practise their beliefs in different ways.
- Broaden assessment in RE so that pupils can demonstrate their understanding more fully. Use this information to adapt teaching to secure greater pupil progress.



## Inspection Findings

### Vision and Leadership

Thurlaston is a welcoming and nurturing Church school, rooted in its Christian vision. Central to the vision are clearly articulated Christian values of friendship, justice, trust, generosity, perseverance, thankfulness, compassion and forgiveness. Leaders ensure that these values serve as a firm foundation for the work of the school and underpin the vision. Each policy and area for development is considered in light of the vision. The values, expressed as the 'building blocks' of school life, are reinforced through prominent displays throughout the school. By exploring their meaning in areas like collective worship, pupils understand that by living out their values, they can contribute to making the world a better place. Leaders know their community well and build strong bonds, putting the school at the heart of village life. The vision and values drive relationships with the local community, fostering a sense of belonging. Dedicated governors monitor and evaluate the impact of the vision through regular visits. They give effective support to leaders, ensuring that the vision is central to decision making, such as in staff appointments. Thus, the vision guides the work of the school and fosters an environment where pupils and adults can flourish.

### Vision and Curriculum

The vision inspires leaders to create a curriculum underpinned by the school's values. The curriculum is organised to provide pupils with the building blocks that they need to learn well. Pupils are encouraged to persevere in their learning and look for things that they are thankful for. The curriculum is adapted to meet the needs of pupils who have additional needs, enabling them to thrive in an inclusive environment. Adults give bespoke support so that pupils have the help that they need to learn well. Leaders ensure that all pupils have opportunities to engage in a wide range of extracurricular activities, such as by providing free sports clubs. Thus, pupils grow in confidence and develop their talents. Staff explore opportunities for spirituality within the curriculum, through concepts such as awe, wonder, and connections with nature. The idea of 'looking in, out, and up' is emerging as part of the school vocabulary. Leaders and staff have a shared understanding of spirituality, but experiences are not planned consistently across the curriculum. As a result, the potential of the curriculum to foster pupils' spiritual growth is underdeveloped.

### Religious Education

The RE curriculum is well sequenced and well resourced. Planning for mixed-age classes is carefully considered to ensure that pupils are able to build on what they have already learnt. They are beginning to develop their knowledge of a range of world faiths, reflecting on some aspects of Muslim and Jewish beliefs. However, they are not able to talk about these in depth. Pupils find lessons a safe space for examining their own beliefs and those of others. They appreciate that, by learning about different faiths, they are able to develop understanding and respect. Pupils recognise diversity within the Christian faith in Britain and they identify differences in worship and belief. For example, they are able to compare differences in the way that Christians approach baptism. They are less sure about the range of ways that Christians across the world think about and practise their beliefs.

Effective training from the diocese gives teachers confidence to plan RE lessons that engage pupils in their learning. For example, teachers use the work of artists to explore the meaning behind key Bible stories. Through discussion, pupils are able to appreciate the impact of key events in Jesus' life on Christian belief. Assessment across the school effectively evaluates pupils' knowledge and understanding of the core beliefs of religions. However, pupils are not assessed sufficiently on how faith impacts people's lives. This makes it hard for teachers to adapt lessons to ensure that pupils make consistent progress in this aspect of RE.



### Worship and Spirituality

Leaders plan collective worship rooted in Christian teaching and focused on developing an understanding of the Christian values that underpin the school vision. High-quality support from the diocese helps leaders to plan meaningful experiences linked to biblical teaching. The school's shared understanding of spirituality is reflected in collective worship. Pupils engage in spiritual thinking as collective worship encourages them to look out to the world, look up to God and look in to themselves. Pupils know collective worship is an opportunity to develop thinking around the school values. Leaders use engaging themes to prompt conversations that develop pupils' understanding. Time for reflection and prayer allows individuals to consider Christian teaching. As a result, pupils take learning from collective worship back into their lives and are inspired to behave differently. For example, through reflecting on how Jesus' teaching encourages people to persevere, pupils are motivated to overcome challenges in their own lives. Active links with local church leaders enrich the worship life of the school. They regularly lead worship, including services within the church that mark key Christian festivals, such as Christmas and Easter. Pupils, staff and families value coming together with the local community, fostering a wider sense of fellowship.

### Vision, Justice and Responsibility

Driven by the vision, leaders encourage pupils to act with compassion, justice and generosity. Motivated to serve others, pupils take on a range of responsibilities, such as becoming members of the school council or faith leaders. As a result, they understand the importance of caring for others and their school environment. Leaders have developed a consistent whole-school approach to developing positive behaviour, rooted in the school value of justice. Through this, pupils and staff are encouraged to act with kindness and respect. Through the curriculum and collective worship, pupils understand justice and their role in looking after others and their world. Thus, pupils are fair and kind, respecting each other's unique needs. They are encouraged to act when they perceive an injustice. Consequently, pupils actively engage in fundraising, selecting charities that have a special meaning to them. As such, they recognise that they can make a positive difference in the world. Leaders forge meaningful links with the local community so that pupils appreciate how they can show friendship and compassion. They actively participate in community events, such as helping at a local lunch club and looking after the village environment. Thus, the school sits at the heart of village life, building a strong sense of community commitment within adults and pupils.

### Vision and School Culture

The school's Christian vision motivates leaders to create a culture where pupils and adults are treated with respect and care. Leaders, including governors, know the importance of staff wellbeing. Governors actively monitor this, ensuring that staff are assisted in their professional development as well as provided with personal support. As such, staff are treated with compassion and are well cared for during times of difficulty. The wellbeing of pupils is prioritised by focusing on individual needs. Staff work closely with families so that pupils feel happy and secure in school. Adaptations, such as a flexible start to the school day, create a welcoming and calm atmosphere, reinforcing the caring nature of the school. Pupils are taught to understand and manage their emotions, and additional support is provided that helps pupils to overcome challenges. Older pupils are encouraged to provide comfort and support to younger ones, strengthening bonds between age groups and creating a strong sense of belonging.

## Information

Address	Desford Road, Thurlaston, Leicester, LE9 7TE		
Date	19 March 2026	URN	120201
Type of school	Voluntary aided	No. of pupils	78
Diocese	Leicester		
Headteacher	Gavin Beetham		
Chair of Governors	Daniel Barley		
Inspector	Megan Davis		