



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

Thurton Church of England VC Primary School	
Address	Ashby Road, Thurton, Norwich, NR14 6AT

### School vision

To serve our community and provide a welcoming atmosphere where the spirit of togetherness flows throughout. Where all members have the same care for one another, share a love of learning and instil a 'can do' culture. We desire that all our children fulfil their potential and enter their next phase of education as confident, knowledgeable and well-rounded individuals.

Our vision is affiliated to these three words: Enjoy. Achieve. Believe. These words describe our ambition for anyone who joins our school community and becomes a member of Team Thurton. 'So we, who are many, are one body in Christ, and individually we are members one of another' Romans 12:5.

### School strengths

- Thurton school is an inclusive, caring community, in which all members of the school are valued. Leaders have effectively ensured that the school's Christian vision permeates the life of the school. This is evident in behaviour, interactions and relationships, enabling all adults and pupils to flourish.
- There is an active culture of justice and responsibility within the school. Adults and pupils care for and support each other. This includes the nurture of those with special educational needs and/or disabilities (SEND) and those who are vulnerable.
- Rich and varied experiences provide breadth to collective worship. Bible stories, drama, joyful singing and storytelling are part of this. Worship contributes to pupils' spiritual development through prayer and reflection.
- The Religious Education (RE) curriculum is well-sequenced and appropriately challenging. Well-balanced content is effectively shared with pupils to engage them in their learning.
- Wide-ranging professional development opportunities and experiences for staff are a priority. This strengthens provision and results in them flourishing as professionals. The impact of this is that they feel enabled in their roles.

### Areas for development

- Develop a school-wide understanding of spirituality. This is so it is clearly understood and can be articulated by pupils and adults.
- Extend staff confidence and expertise in RE so that they are enabled to deliver all aspects of the curriculum.

## Inspection findings

Thurton Primary School's vision is rooted in clear Christian thinking. It is expressed through the school's culture and evident in interactions between the staff and pupils. In line with the vision, leaders have made strategic decisions that enable pupils to achieve their best. The core value of togetherness is apparent in the practical outworking of relationships and enrichment activities, enabling pupils to flourish. The governing body have a sound understanding of the school's strengths as a result of regular monitoring. Committed governors are informed because of regular visits, including two governor days a year spent in school. This experience means that they have a good knowledge with which to support the strategic direction of the school. Leaders have ensured that staff are well supported through quality, relevant professional development. The impact of this is that it builds staff knowledge and confidence, enabling them to flourish in their roles.

Built on the values of 'enjoy, achieve and believe', the school effectively develops a love of learning. This is delivered through a bespoke curriculum that prioritises flourishing. Leaders have taken bold actions to provide rich experiences and development opportunities. Pupils are enabled to achieve and be their best. The extra-curricular programme is highly valued. There is a strong emphasis on supporting and enhancing learning through these additional activities. Dodgeball, forest school, theatre experiences and go-kart building are examples of pupils trying out new things. Residential trips enrich the curriculum. They are an exciting and valued part of school life. Starting in KS1, such trips contribute to pupils' wider experiences with an emphasis on team building. This allows pupils to develop skills and participate in practical opportunities that contribute to their development. Effective resourcing of the outside area has provided an enjoyable space that supports a range of activities. This further contributes to pupil development through play. Pupil achievements are recognised in the school community through 'Golden Comments'. They are encouraged to celebrate each other using 'Class kudos' awards. Pupils develop confidence and self-esteem through such recognition. Those who are vulnerable or SEND have their learning needs effectively met. This is achieved through various interventions including individualised provision and adapted opportunities enabling them to flourish. Barriers to learning are removed through compassionate support for those in challenging circumstances. Drawing therapy is an example of such an intervention. Spiritual development opportunities are woven through the curriculum. These include informal moments to think about the world with awe and wonder. Many pupils have some grasp of what spirituality means to them. However, they do not always have a clear language with which to express this.

Daily collective worship provides an opportunity for pupils and adults to unite as a school community. Pupils confidently take part in leading collective worship and this enhances their understanding of its importance. They actively engage with activities and discuss their thinking and responses as they gather together. Collective worship is inclusive, inviting pupils and adults to respond in thoughtful and creative ways. Opportunities for stillness and reflection are also part of worship. This allows for spiritual growth and flourishing. Events in the Christian calendar are celebrated with services at the local church. Those from the church community also contribute to and enrich collective worship. Clergy offer valuable pastoral care and spiritual support. Reflection spaces in school creatively offer pupils chance to think and pray. Leaders have worked hard to ensure that collective worship is a celebration of the schools vision and values. This is evident in the careful planning and pupil enjoyment of worship. The impact of this promotes positive pupil behaviour.

The school community is an inclusive one in which pupils and adults are treated well. It has engaged pupil voice in meaningful ways, resulting in a community that listens to and values each member. Driven by the vision, the school offers strong, compassionate support to those in challenging circumstances. Pupil behaviour is calm and respectful as a result of restorative approaches. Pupils

demonstrate kindness and are responsible in caring for one another. The vision drives the staff to work supportively together. Leadership decisions are made to ensure staff development is a high priority. Resources have been prioritised to widen opportunities for them to develop professionally. Training is further enriched by working in partnership with other local schools, the diocese and professional networks. The impact of these opportunities means that staff flourish. Leaders are mindful of staff wellbeing and make decisions to provide flexibility and compassion to allow for them to thrive.

Courageous advocacy is an important part of school life and promotes action at a local, national and global level. As a result, pupils are articulate advocates for social justice. They are empowered to take action by giving their time and raising money in support of others. This includes charity work, fundraising and litter picking. The buddy system encourages pupils to care for each other so that they are motivated to be part of an inclusive school culture. Older pupils have a keen sense of responsibility towards supporting those lower down the school. Pupils know that they are valued and their voice is important in the school. As such they feel that they can contribute to shaping school experiences. Class ambassadors take pride in their roles and are conscientious in their decision-making and in representing the school well.

The RE curriculum offers pupils a depth and breadth of learning. It provides opportunities to learn about a range of beliefs including Christianity as a global faith. Exciting experiences strengthen learning. These include visits to a synagogue, Cambridge Mosque and York Minster to promote a meaningful understanding of world faiths. The 'tube-stop' curriculum map in RE is a valuable tool that communicates clearly to pupils what their learning journey is. Visiting speakers and debate club further enrich the curriculum by exploring big questions and building on RE experiences. Access to RE training and effective mentoring builds staff subject knowledge so that curriculum delivery is of a consistently high standard. However, a few complex topics in the curriculum could be further resourced. RE effectively enables pupils to reflect on their own beliefs and appreciate the diversity of religions and worldviews.

The inspection findings indicate that Thurton School is living up to its foundation as a Church school.

Information			
Inspection date	17 June 2024	URN	121063
VC/VA/Academy	Voluntary controlled	Pupils on roll	104
Diocese	Norwich		
MAT/Federation			
Headteacher	Jonathan Barber		
Chair	Len Swiffen		
Inspector	Claire Gibson	No.	2227