

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Thrybergh Fullerton Church of England Primary Academy

Vision

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.

Thrybergh Fullerton Church of England Primary Academy 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

- There is a deeply embedded vision inspired by John 10:10. Life in all its fullness is clearly articulated, well understood and consistently lived out in policy, practice and relationships.
- There is an exceptional culture of dignity, inclusion and care. The school treats children with respect, shown through its no-shame culture, nurture provision and strong support for vulnerable pupils.
- Daily collective worship is highly effective with strong pupil leadership and excellent links with the parish church. Pupils and adults experience a deep sense of belonging within the wider church community.
- The curriculum is strongly shaped by the Christian vision and spirituality. It reflects the belief that children can only love what they truly know. This understanding is nurtured through experiences of awe, wonder, creativity, and moral growth across the curriculum.
- Strong partnerships enhance flourishing and justice. Firm relationships with the trust, diocese and community strengthen the school's Christian foundation and its role as an agent of hope.

Development Points

- Increase pupil engagement in collective worship. This is to enhance the way that worship enables them to flourish spiritually.
- Within the religious education (RE) curriculum, improve opportunities to learn about the breadth of ways people live out their beliefs. This is so that pupils grow in their knowledge and understanding of different religious perspectives and traditions.



Inspection Findings

Vision and Leadership

Thrybergh Fullerton's leaders know their community deeply and respond with a strong Christian commitment to serve, protect and enable flourishing. The school's vision 'life in all its fullness' extends beyond academic success to spiritual, moral, emotional, social and intellectual growth. Core virtues of perseverance, respect, courage and honesty, rooted in biblical teaching, shape behaviour, relationships and leadership. Strong partnerships with St Leonard's Church and the wider community enrich school life. As a result, the school brings its Christian vision to life, creating meaningful experiences that develop pupils holistically. In a challenging context, the school stands as a place of hope, dignity and transformation where pupils and adults truly flourish. Leaders and staff carefully evaluate and continuously improve opportunities for pupils so that it meets their needs effectively. Pupils academic and personal flourishing is central to the work of the adults who care for them. The local school board is robust in its support for the school. It monitors all aspects of the setting with diligence, using the vision as a force for decision making. By aligning decisions with the school's vision, leaders strengthen strategic direction and the quality of pupil experiences.

Vision and Curriculum

The curriculum is thoughtfully designed and clearly shaped by the school's Christian vision. This approach enables pupils to grow spiritually and intellectually, encountering new ideas with openness and a sense of awe. Opportunities for reflection and fascination are deliberately planned across subjects resulting in high levels of engagement and curiosity. Music is given a particularly high profile. Pupils are taught to play the recorder and read music. Consequently, pupils develop confidence, discipline and joy in collective achievement. Local visits are prioritised to build an appreciation of place. As a result, pupils' horizons and cultural understanding are broadened. Pupils who have special educational needs and/or disabilities (SEND) access the curriculum through carefully considered adaptations. They develop the wisdom, knowledge and skills intended by the curriculum, enabling them to flourish, grow in confidence and independence. Working alongside the trust, staff have developed strategies to support pupils to manage behaviour, enabling them to persevere and succeed. Spiritual questions are embedded across the curriculum, with teachers encouraging pupils to pause and reflect. Pupils are supported to consider the meaning and impact of their learning on themselves, others and the wider world. Consequently, pupils' spiritual development and reflective thinking are deepened.

Worship and Spirituality

Collective worship is a central and distinctive strength. It takes place daily and is widely regarded as the highlight of the school day. Worship is carefully planned in collaboration with the local clergy. It reflects the Anglican tradition and the six seasons of the church year. Worship is inclusive, invitational and inspirational, enabling pupils and adults of all backgrounds to engage meaningfully. Prayer spaces in classrooms support personal spirituality. Leaders have been responsive to views of pupils in developing further opportunities for outdoor reflection. The school song reinforces shared values and strengthens unity, identity and collective joy. Pupils are actively involved in leading worship, opening and closing sessions, reading, praying and reflecting. This enriches their spiritual development by providing a shared way to explore thoughts and feelings about worship. However, pupils have limited opportunities to reflect on and shape collective worship, which reduces how deeply worship supports their spiritual growth and personal reflection.

Vision and School Culture

The no-shame culture helps pupils feel safe, respected and valued, supported by effective nurture provision and restorative practices. Staff know pupils and families well, responding with care and consistency, leading to improved attendance, behaviour and wellbeing. The school's behaviour policy is built on dignity, reconciliation and growth, creating a culture where mistakes are viewed as opportunities for learning. Leadership experiences are provided for pupils. These include roles such as house leaders, worship council members, anti-bullying



ambassadors, librarians and play leaders. These roles empower pupils, build confidence and nurture an understanding of responsibility. The school's commitment to its vulnerable pupils is highly effective. The provision for pupils who have SEND is shaped by the vision that every child is created in God's image. Nurture provision, breakfast support and personalised learning plans ensure that barriers are identified and addressed swiftly and compassionately. Staff wellbeing is also prioritised as an expression of the school's Christian vision. Wellbeing initiatives and staff recognition activities promote strong relationships, belonging and mutual care. As a result, staff feel valued and work effectively together, creating a positive culture that benefits pupils across the school. The trust's wellbeing charter further strengthens this work.

Vision, Justice and Responsibility

The school vision underpins the behaviour policy and sets high expectations for everyone in the community. Pupils show exemplary behaviour and consistently respect peers and adults, reflecting the effective implementation of the policy. This positive culture means parents regard the school as a safe and trusted haven. Social times are calm and harmonious, reflecting strong relationships and positive pupil attitudes. Adults know pupils well and use this knowledge to support positive mental health and wellbeing. Pupils feel secure and supported because they know trusted adults will help them. Concerns are addressed promptly and effectively, demonstrating the staff's consistent care and responsiveness. Through the curriculum, pupils learn about justice, including civil rights, slavery and environmental issues. This learning develops critical thinking, empathy and a strong sense of moral responsibility. Partnerships with foodbanks, care homes and community events enable pupils to practice service meaningfully. These experiences develop empathy, social awareness and a commitment to contributing positively to society.

Religious Education

RE has a high profile and is well led, ensuring a strong curriculum. It is taught consistently across the school, following a well-sequenced and balanced programme of study. Pupils engage thoughtfully with challenging questions, making connections between different beliefs and ideas. They recognise that Christians live all over the world and that they worship in a range of ways. Pupils understand that not everyone holds a religious viewpoint, appreciating the importance of learning about a range of world religions and beliefs. Mirroring the school's Christian vision, pupils express that 'everyone should decide what they want to believe.' This demonstrates an understanding of Jesus' invitation to a full life of learning, wellbeing and spiritual growth. Pupils' understanding of how some people live out their beliefs is limited.

The carefully planned curriculum builds systematically on pupils' prior learning and supports them to explore Christianity alongside a range of religious and worldviews. Pupils feel safe and confident to ask questions and reflect on their own beliefs and values, fostering respectful dialogue and spiritual growth. Pupils enthusiastically engage with art in RE lessons. This integration enhances critical thinking and deepens their understanding of concepts. Staff are well trained and supported through the diocese and trust networks. Less confident staff benefit from expert guidance from the subject leader. As a result, teaching quality is consistently strong across the school. The embedding of the new syllabus further strengthens high-quality provision, ensuring teaching is consistently effective and impactful for pupils.

Information

Address	Church View, Thrybergh, Rotherham, South Yorkshire, S65 4BL		
Date	15 January 2026	URN	141588
Type of school	Academy	No. of pupils	176
Diocese	Sheffield		
MAT	Diocese of Sheffield Academies Trust		
MAT Chair	Huw Thomas		
Executive Headteacher	Amy Gurner		
Head of school	Gina Lowry		
Chair of Governors	James Gould		
Inspector	Paulette Osborne		