

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kirby and Great Broughton Church of England VA Primary School

Vision

You will shine among them like stars lighting up the sky (Philippians 2:15-16)

Our Christian vision is for every member of our school community to shine:

Shine within themselves.

Shine for our community.

Shine out to the world.

Together, we light the way for others.

Kirby and Great Broughton 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

- Leaders demonstrate a deep commitment to the school, ensuring the Christian vision is central to decision-making and practice. The vision to 'shine among them like stars,' is lived out, enabling pupils and adults to flourish and recognise their unique value.
- The Christian vision underpins a culture of respect, where pupils and adults treat one another with kindness and dignity. As a result, pupils feel a strong sense of belonging and relationships are characterised by inclusivity and care.
- Pupils demonstrate a strong sense of justice and take ownership of causes they care about. They act independently to bring about change and confidently articulate the impact of their actions. As a result, they show a sustained commitment to making a positive difference.
- Religious education (RE) is led effectively, with secure subject knowledge and a clear vision for development. The well-structured curriculum enables pupils to build knowledge and engage thoughtfully with big questions. Consequently, pupils speak confidently and demonstrate depth in their understanding of religion and belief.
- Collective worship is central to school life and highly valued by pupils and adults. It provides inclusive opportunities for stillness and reflection, making a significant contribution to spiritual development.

Development Points

- Develop a more structured approach to spirituality across the curriculum to ensure opportunities for reflection and stillness are consistently explored.
- Extend pupils' understanding of how RE explores ideas in different ways. This is to enable them to deepen their thinking and clearly articulate their understanding.



Inspection Findings

Vision and Leadership

The clearly articulated Christian vision has a transformative impact across the school community. Committed leaders know the vision well, and 'lighting the way for others' is lived by pupils and adults. Pupils have a secure understanding of the school's Christian values with respect at the heart of all they do. This is evident in daily interactions through acts such as smiling, holding doors open and supporting younger pupils. Consequently, relationships are strong. Pupils treat one another with genuine respect and care, creating an inclusive community in which all can shine. Leaders are relentless in their ambition for pupils and adults to be the best versions of themselves. The vision is central to decision-making, shaping provision, curriculum and pastoral care to meet the needs of pupils. This is reflected in inclusive opportunities and targeted support. Consequently, pupils, including those considered vulnerable, participate fully and develop their gifts. Leaders, including governors, monitor and evaluate the impact of the vision through pupil voice, visits and ongoing reviews. This enables them to offer effective support and challenge.

Vision and School Culture

The school's Christian vision fosters a deeply inclusive and nurturing culture where pupils feel a strong sense of belonging. Respect is central to this, with leaders, staff, pupils and parents consistently expressing that everyone is valued. Pupils demonstrate this through their behaviour, explaining that they treat others with respect and love and resolve disagreements through discussion. This is reflected in the buddy system, where older pupils support younger pupils, modelling care, responsibility and respectful relationships. Mental health and wellbeing are actively promoted. Emotion coaching supports pupils' self-awareness and emotional regulation. Pupil leadership, including wellbeing warriors, raises awareness of issues and offers additional opportunities and support to others. Leaders also prioritise staff care by managing workload and responding flexibly to needs. As a result, pupils and adults build strong relationships. Pupils who have special educational needs and/or disabilities (SEND) are well supported and valued as individuals. This enables them to flourish within the school community. Leaders ensure that barriers are removed so pupils can access all aspects of school life. This includes trips, swimming and a range of wider experiences. Careful planning and collaboration with families ensure pupils attend activities safely through adapted provision. Pupils are encouraged to view their unique qualities positively, describing them as their 'superpowers.' This is exemplified through roles such as dyslexia ambassadors, who inspire others by sharing their experiences. Consequently, pupils live well together in an inclusive and respectful community where individual strengths are recognised and celebrated.

Vision and Curriculum

The curriculum is designed so that pupils flourish and shine. It is shaped by the school's Christian vision and the community it serves. Leaders build strong academic foundations while nurturing individual gifts beyond the classroom. Pupils benefit from varied opportunities, including music tuition and outdoor learning with external providers. Leaders design clubs in response to need, such as Lego club to support behaviour and regulation. As a result, pupils manage their behaviour more effectively and engage positively in learning and wider school experiences. Pupils considered vulnerable are prioritised through carefully planned support, resources and provision, ensuring they access the full curriculum and flourish. Leaders maintain high expectations, ensuring there is no ceiling on what any pupils achieve. They have improved the learning environment by installing frosted glass, using table lamps and matt resources to reduce sensory barriers. Pupils describe that these changes make learning easier and nicer to be in school. Therefore, pupils engage fully in learning and participate confidently in school life. Leaders demonstrate a clear understanding of spirituality and create in-the-moment opportunities across the school. For example, a dedicated spirituality day supported pupils to reflect through art, music and shared experiences. Leaders describe how pupils engage thoughtfully during these experiences, producing work expressing reflections on themselves and the wider world. As a result, pupils show a growing awareness of self



and others. However, a structured approach to spirituality across the curriculum is less developed. Therefore, opportunities for reflection and stillness are not consistently planned.

Worship and Spirituality

Collective worship lies at the heart of school life and shapes spiritual growth for pupils and adults. It is carefully planned, with opportunities for prayer, reflection and participation that include everyone. These experiences foster stillness, strengthening pupils' spiritual development. Worship broadens pupils' understanding of faith and encourages them to engage with the different ways faith is lived out. For example, pupils experience global worship through music and images of Christians from around the world. In one example, music from another culture was played as pupils entered worship, supporting their understanding of diversity within Christianity. Visual representations challenge stereotypes and deepen pupils' understanding of how faith is expressed in different cultures. The parish church makes a strong contribution through regular involvement in leading worship. Clergy provide authentic links to Christian practice, deepening pupils' understanding of faith in everyday life. As a result, worship fosters a shared sense of belonging and supports spiritual growth for pupils and adults.

Vision, Justice and Responsibility

The school's Christian vision, rooted in the belief that pupils shine like stars, creates a strong culture of justice and responsibility. Pupils understand fairness and demonstrate this through their actions, recognising that others may need additional support. Pupils describe how the whole world is a community and they show an understanding of the need for justice. As a result, they have a strong awareness of global responsibility and a desire to make a difference. In doing so, they shine within themselves, developing a strong moral understanding and sense of responsibility. Pupils make ethical choices about causes close to their hearts and show a commitment to improving the lives of others. For example, pupils independently raise funds by donating competition winnings, running events and supporting others in their community. They demonstrate increasing awareness of injustice and act to address this both locally and globally, shining for the community. This is further developed through the curriculum, where pupils explore issues such as fairness and sustainability. For example, pupils wrote to a local retailer about fair trade products and worked collaboratively to influence change. Pupils express a strong desire to make a difference, recognising that everyone deserves fairness and opportunity. Therefore, pupils act independently as agents of change, shining out to the world and lighting the way for others.

Religious Education

RE is both ambitious and inclusive. Leaders use regular monitoring and evaluation effectively to drive improvements in the curriculum. As a result, it has been refined to promote deeper thinking. For example, characters support pupils in exploring different beliefs, asking different questions and considering different viewpoints. However, pupils are not yet able to clearly articulate how these approaches support their thinking. Pupils demonstrate strong knowledge of religions and worldviews. They confidently discuss similarities and differences, recognising diversity within and between faiths. They engage in meaningful discussion, showing respect and curiosity about different beliefs and perspectives. Pupils, therefore, develop a deep understanding of religion and worldviews, preparing them for life in a diverse world.

Teaching in RE is strong and supported by effective professional development. Staff are confident in delivering the curriculum and supporting pupils' learning. Learning is well structured, enabling pupils to build securely on prior knowledge. A range of experiences, including making traditional Jewish bread and visiting a mosque, enrich learning. These support pupils to discuss religions and worldviews with growing confidence. Assessment informs teaching, with ongoing checks used to identify gaps and adapt learning. As a result, pupils of all abilities, including those who have SEND, make progress in RE.

Information

Address	Kirkby Ln, Middlesbrough, TS9 7AL		
Date	22 June 2026	URN	121611
Type of school	Voluntary aided	No. of pupils	145
Diocese	York		
Headteacher	Emma McCormick		
Chair of Governors	Sue Brooks		
Inspector	Stacey Rand		