Statutory Inspection of Anglican & Methodist Schools

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Worksop Priory Church of England Primary Academy

Vision

Our vision is to ensure that all of our pupils are well prepared for the next stage of their lives, spiritually, academically and as fine citizens. We have high expectations for the children, their families and our staff. Learners will flourish in a school family that is underpinned by Christian values, enabling them to build confidence, resilience and a sense of belonging. Our vision is underpinned by a strong desire to help children know more, remember more and do more, exploring themselves and others in a way that inspires scholarship, faith, curiosity and citizenship so that they can live 'life in all its fullness.' - John 10:10

Worksop Priory Church of England Primary Academy 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 understand their community well. The Christian vision shapes strategic decisions and daily practice, enabling pupils and adults to flourish.
- Collective worship nurtures spiritual flourishing. It deepens pupils' understanding of the Christian vision and influences how they live out the associated values.
- Carefully planned experiences respond to the context of the community. Enrichment activities, visits and wider opportunities broaden pupils' experiences and enable them to flourish.
- Trusting relationships underpin school life. A culture of care, responsibility and support enables pupils and adults to feel valued and flourish together.
- The Christian vision drives an inclusive culture. Leaders' detailed knowledge of pupils enables timely support and access to wider opportunities.

Development Points

- Develop a more consistent understanding of spiritual development across the school. This is so opportunities for meaningful spiritual growth are strengthened across the curriculum.

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Inspection Findings

Vision and Leadership

Worksop Priory Academy's Christian vision is rooted in John 10:10 and the promise of 'life in all its fullness'. The vision shapes leaders' actions and reflects their detailed understanding of the school's context and community. Leaders, governors, staff and pupils use the vision consistently to guide their actions and expectations. Core values provide a clear foundation for school life. Consequently, the vision influences approaches to behaviour, relationships and inclusion, promoting dignity, kindness and care. Pupils explain what 'life in all its fullness' means and how the associated values influence their actions. This demonstrates how the vision and values shape their daily lives. The vision aligns with that of the Diocese of Southwell and Nottingham Multi Academy Trust and supports shared aspirations. Trust and diocesan support strengthen leaders' understanding of their role as a Church school. Leaders and governors regularly review how the vision influences school life. Professional development is prioritised, strengthening staff expertise and their contribution to pupils' flourishing.

Worship and Spirituality

Collective worship is inclusive, carefully planned and enables pupils to participate in ways that respect their individual beliefs. It nurtures spiritual flourishing and deepens pupils' understanding of the Christian vision and its associated values. Themes develop progressively and connect the vision with pupils' experiences. For example, worship about joy uses the Bible story of Mary and Martha to explore stillness, listening and noticing meaningful moments. Pupils make thoughtful connections between this teaching and their own experiences. Established routines, drama and active participation enable pupils to engage meaningfully with worship. Worship continues beyond whole-school gatherings through classroom reflection and discussion. This helps pupils to explore themes further in an age-appropriate setting and express their own responses. Reflection areas provide further opportunities for prayer and contemplation. A popular lunchtime Christian club provides creative opportunities to explore the Bible. The school's longstanding relationship with the parish church enriches worship and pupils' experience of Christian traditions and practices. Younger children regularly participate in creative worship at church, while Mass also takes place in school. Links with a school in Ghana broaden pupils' understanding of Christianity as a worldwide faith. Worship ambassadors attended a workshop at Southwell Minster exploring the importance of welcome. They used this learning to lead improvements to how new pupils are welcomed into school.

Vision and Curriculum

The curriculum reflects the Christian vision and enables pupils, including those with special educational needs and/or disabilities (SEND), to flourish. Inclusion is central to leaders' decisions about pupils' experiences and opportunities. Leaders provide rich experiences that broaden horizons and support a sense of awe and wonder. These include theatre productions with a professional director and residential experiences that promote adventure, independence and appreciation of nature. Visits, after-school clubs and other enrichment opportunities extend learning beyond the classroom. Leaders carefully consider access to these opportunities, particularly for pupils considered vulnerable. This promotes inclusion and helps to prevent individual circumstances from unnecessarily limiting participation. Carefully chosen texts, studies of artists and wider learning experiences reflect diversity. These develop pupils' understanding and respect for different backgrounds and beliefs. Leaders have prioritised spiritual development and provide opportunities for reflection across school life. However, staff understanding of spiritual development across the curriculum is inconsistent. Consequently, opportunities for pupils to explore and express the spiritual impact of their learning vary between curriculum areas.

Vision, Justice and Responsibility

Pupils develop an age-appropriate understanding of justice through leadership, service and curriculum experiences. A wide range of roles gives them meaningful responsibility and enables them to improve school life. These include school councillors, eco monitors, playground negotiators and wellbeing ambassadors. Pupils receive training for these roles and take pride in the positive difference they make. Wellbeing ambassadors introduce initiatives, including joy jars and affirmation stations, which encourage kindness and support others. Pupils also recognise needs beyond the school and respond through practical action. Through

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the school food hub, pupils help redistribute surplus food to support families and reduce waste. This develops their understanding of responsibility towards people and the environment. Pupils lead craft activities with residents of a local care home. They also participate in community events, strengthening their commitment to serving others. Curriculum experiences help pupils to recognise unfairness and consider how their actions can make a difference. The Christian vision also informs a restorative approach to behaviour, helping pupils understand fairness, responsibility and reconciliation. A wider range of purposeful play at breaktimes gives pupils opportunities to make choices, solve problems, negotiate and cooperate with others. Consequently, pupils learn that responsibility involves making choices that positively influence their community.

Vision and School Culture

The Christian vision underpins an inclusive culture in which trusting relationships enable pupils and adults to feel known and valued. Leaders prioritise mental health and wellbeing and respond sensitively to individual needs. Adults know pupils well and provide timely support when difficulties arise. Purposefully designed spaces provide calm environments where pupils can manage their emotions and participate fully in school life. Staff receive training that strengthens their ability to support pupils' individual needs. Pupils develop responsibility for others through roles such as playground leaders. A sustained focus on play has increased opportunities for positive interaction, cooperation and purposeful activity during social times. This develops positive relationships and contributes to pupils' sense of belonging. The phrase 'Proud to be Priory' reflects the sense of community evident across the school. Leaders extend this care to families through practical and responsive support. Family activities, used uniform and other initiatives respond to the circumstances of the community. A memory tree provides a sensitive opportunity for pupils experiencing bereavement to remember and reflect. Parents are listened to, strengthening trusting relationships between families and the school. Leaders also consider staff wellbeing and provide professional development that strengthens confidence and practice.

Religious Education

The religious education (RE) curriculum reflects the school's context and is carefully structured. It explores Christianity alongside a range of religious and non-religious worldviews, developing pupils' knowledge and understanding. Recent curriculum refinement strengthens coherence within and across pupils' learning. Pupils revisit important knowledge and make connections with previous learning. Resources, artefacts and visits to local churches enrich the curriculum and deepen understanding of religious belief and practice. Pupils are enthusiastic about RE and confidently explain what they have learned. Reflection enables pupils to connect religious ideas with their own experiences. For example, pupils reflect thoughtfully on Jesus' actions when choosing his disciples. Such opportunities help pupils consider the meaning and significance of religious ideas, rather than simply recalling information.

RE teaching promotes thoughtful discussion, reflection and respect for different viewpoints. A focus on oracy enables pupils to express opinions, listen carefully and respond to the ideas of others. Teachers use questions effectively to encourage pupils to explore religious ideas and relate them to their own experiences. For example, pupils consider forgiveness and reflect on experiences of forgiving or being forgiven. This supports them to explore the personal significance of religious concepts. Teaching is accessible, with appropriate support enabling pupils to participate meaningfully in learning. Leaders evaluate RE carefully and use their findings to refine curriculum and teaching approaches. Assessment identifies what pupils know and understand and appropriate next steps. Consequently, leaders have an accurate understanding of pupils' learning and use this information to strengthen provision.

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National Society for Education
Church of England & Church in Wales

Methodist Schools

Information

Address	Holles Street, Worksop, Nottinghamshire, S80 2LJ		
Date	24 September 2026	URN	142757
Type of school	Academy	No. of pupils	230
Diocese	Southwell & Nottingham		
MAT	Diocese of Southwell and Nottingham MAT		
MAT Chair	John Hunter		
Headteacher	Kevin Houghton		
Chair of Governors	Nicholas Spicer		
Inspector	Michael Walker		

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