

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Kneesall Church of England Primary Academy

Vision

‘To grow as a community, within the love of God, so that all may flourish by nurturing courage, enabling kindness and instilling faith.’

‘But the seed on good soil stands for those with a noble and good heart, who hear the word, retain it, and by persevering produce a crop.’ The Parable of the Sower: Luke 8:15

Values: Kindness, Courage and Faith

Kneesall 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

- The school’s Christian vision is thoroughly embedded. It drives decisions across school and informs culture.
- Curriculum content is skillfully tailored in direct response to the vision and context of the school. Opportunities to broaden horizons beyond pupils’ everyday lives are carefully planned for, complemented by visitors into school and visits to other places.
- This school is led passionately and with great care, making adults and pupils’ time in school special and treasured. External expertise is proactively sought, where needed, to maximise potential.
- Collective worship is a joyful and cherished part of the day for this school community. They enjoy the chance to be together, reflect on Christian values, explore Bible stories and sing. Considered partnerships enhance this further, broadening pupils’ and adults’ experiences.
- Pupils and adults are treated well in this school. Their wellbeing is prioritised and opportunities are tailored to enable them to flourish.

Development Points

- Develop understanding of diversity within faiths, including Christianity as a global faith. This will help to deepen understanding of the different ways people worship and express their beliefs and worldviews.
- Further advance the building of disciplinary knowledge, ways of believing, thinking and living, within religious education (RE). This is to provide a well-balanced curriculum and opportunities to develop critical thinking, interpretation and broader understanding.



Inspection Findings

Vision and Leadership

This school is led with love, compassion and care. With clear understanding of context and driven by the school's Christian vision, leaders have shaped a community who flourish together. They are committed to ensuring pupils and adults understand a world beyond their everyday lives. Created and reviewed collaboratively, staff and governors ensure the vision remains relevant and lived out in their actions. It is central to determining strategic direction and drives decisions across school, such as staffing and use of funding. Togetherness, belonging and wellbeing are central threads, nurtured from the earliest point. Governors' monitoring visits allow for evaluation. Consequently, this informs next steps towards achieving goals and ensuring adults and pupils continue to flourish. Leaders are supported by key members of the trust and diocese, resulting in increased expertise and informed decision making. This meaningful collaboration strongly encapsulates the essence of the vision. Staff work collegiately towards best possible outcomes for pupils. They remove barriers, nurturing courage, enabling kindness and instilling faith.

Vision and Curriculum

The curriculum in its widest sense is carefully tailored to deliver on the aims of the school's vision. Huge emphasis is placed on opening pupils' minds and hearts to a world beyond their own lives. Staff consider adaptations and modifications that ensure pupils, including those who have special educational needs and/or disabilities (SEND) can flourish. Pupils who have SEND are able to access learning alongside their peers, which maintains their sense of belonging. Classroom learning is complemented by visitors to school, such as a theatre group and visits to other places, including a local minster. Staff consider how spirituality might relate to different subjects. Inclusion of planned opportunities for spiritual development is at an early stage. Leaders confirm extra-curricular activities are accessible. They monitor attendance of pupils from different backgrounds to ensure clubs remain inclusive and relevant.

Worship and Spirituality

Collective worship is a joyful, treasured and highly regarded time of day for adults and pupils at this school. It provides time for singing and discussion alongside opportunities to reflect and be still. Following a familiar, reassuring pattern, it deepens a sense of belonging. Pupils enjoy the time together, recognising that it helps people 'be the way they are', reflecting its inclusive nature. Some pupils are supported to be worship leaders, at times attending workshops at the local minster to develop their skills. Collective worship across the week offers varied experiences for adults and pupils. Links to world news stories broaden perspectives promoting consideration of the lives of others. A collaborative collective worship delivered virtually fosters links with other local schools. A familiar member of the clergy also leads times of worship. These ensure pupils hear and explore aspects of worship with voices from wider viewpoints. The last school gathering for worship each week allows for recall, reflection and celebration of vision and values in action. Collective worship content is carefully planned. However, leaders leave room to deviate and include values or other content that fits the emerging needs of the school. Impromptu moments for awe and wonder are seized. Spiritual development is nurtured further through a well-used garden within school grounds.

Vision and School Culture

This school is a warm, welcoming place to be. The inclusive culture, fostered firmly through their Christian vision, is enveloping. Kindness, understanding and mutual respect permeate through school life. Leaders ensure pupils are provided with opportunities that enable them to flourish and progress in the widest sense. Staff and pupils look beyond the academic, valuing personal development and individual achievement from differing starting points. Pupils and staff are valued as individuals. The school's vision and values are known by adults and pupils, shaping the way in which they behave and interact. This helps them grow as a mutually respectful community. Regular sharing of vision and values within the school newsletter allows their impact to be felt at home.



Described affectionately by parents as 'small and mighty', this school makes a difference to families as well as pupils. A strong sense of togetherness and unity brings reciprocal support between members of the school community.

Vision, Justice and Responsibility

Leaders plan meaningful inclusion of content linked to wider issues, such as recycling and global warming. They seek to inspire pupils and adults, empowering them to make a difference. Pupil captains lead houses named after inspirational people, whom pupils describe as advocates. They define an advocate as a person who stands up for their beliefs or other people and who makes a difference. This provides inspiration, as seen in older pupils who aspire to be seen as role models. They describe this as someone to look up to or want to be. They have an emerging understanding of equity. Leaders focus on embedding this across school to further enhance the impact of their vision. Partnerships with their trust, the diocese and external worship leaders are carefully nurtured. These enhance their work as a church school. Adults widen pupils' perspectives through school council projects to support local and national charities.

Religious Education

The school follows a religious education (RE) curriculum that aligns with local guidance. It is carefully planned to ensure a logical sequence, building over time. Content for the youngest pupils provides key knowledge, which they in turn link to their own thoughts and views. Curriculum planning to provide opportunities to embed disciplinary knowledge, developing critical thinking and interpretation is at an early stage. Leaders assess the effectiveness of the curriculum to ensure it meets the needs of learners, including pupils who have SEND. It also allows for identification of areas needing revisiting to ensure key knowledge is secured. Pupils meet key vocabulary in a progressive way, ensuring their ability to articulate their understanding builds over time. Classroom learning is enhanced with visits and visitors to school. A trip to a minster helps make links and comparisons with the local church. A trip to a local mosque helps to bring classroom learning to life. Christianity is a key part of the RE curriculum. It is explored across the school year through carefully planned, resourced units, ensuring understanding builds through school. The curriculum provides for exploration of a range of different faiths and worldviews. However, opportunities to explore diversity within those individual faith traditions to deepen and broaden understanding are scarce. This includes wider exploration of Christianity as a diverse, global faith. This means that opportunities to consider how the Christian faith is expressed in varied cultures and contexts are less developed. Leaders attend training offered by the diocese and trust and new knowledge is shared with teachers, ensuring they feel supported. RE is a protected, respected and treasured subject within school.

Information

Address	School Lane, Kneesall, Newark, Nottinghamshire NG22 0AB		
Date	9 July 2026	URN	152268
Type of school	Academy	No. of pupils	111
Diocese	Southwell and Nottingham		
MAT/Federation	Diocese of Southwell and Nottingham Multi Academy Trust		
MAT Chair	John Hunter		
Headteacher	Emma Marfleet		
Chair of Governors	Adam Whitchurch		
Inspector	Georgina Day		