

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

### St Thomas' Church of England Academy

#### Vision

'May the God of hope fill you with all joy and peace as you trust in him, so that you may overflow with hope by the power of the Holy Spirit.' (Romans 15:13)

Encouraging each other, overflowing with hope: Here in our welcoming and caring school community, we recognise and value everyone, and seek to encourage each other (Hebrews 10:25) so that all know they can be overflowing with hope for the future (Romans 15:13). Like St Thomas, we ask questions, build our knowledge and learn the value of trust in our lives. We journey together as a school family, igniting curiosity, seeking wisdom, embracing challenge and showing compassion to ensure that we are all empowered to make the world a better place.

St Thomas' Church of England 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.

#### Strengths

- The deeply embedded Christian vision shapes strategic decisions, curriculum design, and the daily life of the academy. Inspirational leadership models the Christian values, creating a community where pupils and adults can thrive. Consequently, there is a culture where individuality is celebrated and pupils are enabled to flourish in their unique gifts.
- Collective worship is highly inclusive and forms the beating heart of the academy. It is distinctly Christian while remaining respectful and engaging for those of all faiths and none. This offers space for meaningful reflection and spiritual growth.
- Religious education (RE) is well-led, and a rich, well-structured curriculum promotes critical thinking and respectful discussion. This empowers pupils to explore and understand the diversity of beliefs and worldviews with confidence and compassion.
- High levels of wellbeing and resilience are evident. Strong and responsive pastoral care systems ensure that the mental health and emotional needs of the academy community are prioritised. This enables pupils and adults to thrive.
- The belief that everyone is made in the image of God results in a deeply inclusive and compassionate place where the individual is valued. This fosters a strong sense of belonging and mutual responsibility among pupils, staff, and families, enriching the life of the academy.

#### Development Points

- Extend opportunities for pupils to be agents of change beyond their local community. This is to develop their sense of justice and responsibility through a greater understanding of different lives and perspectives.



## Inspection Findings

St Thomas' Church of England Academy is a place of joy, peace and deep-rooted celebration. The Christian vision is a living reality, with an overflowing sense of hope shaping relationships, routines, and decision-making at every level. Staff are regularly encouraged by leaders through thoughtful weekly communications, creating a culture of appreciation and mutual respect. This spirit of encouragement extends to pupils, who are celebrated as unique individuals with their strengths recognised and nurtured. Staff model the values with authenticity and pride, demonstrating a heartfelt commitment to the flourishing of pupils and adults. Their sense of belonging and dedication to the academy is evident in the way they care for one another and for pupils. High academic progress is pursued alongside deep pastoral care, ensuring pupils feel valued, loved, and supported. The academy places its pupils at the heart of every decision. Staff take pride in the impact they have on individual lives and the wider community. Through this care-filled, hope-driven approach, the academy is a place where lives are transformed and pupils and adults are enabled to flourish.

Collective worship is the beating heart of the academy. The joyous atmosphere is brought to life through singing, thoughtful prayer, and opportunities for stillness and reflection. Worship is planned with great care and responds sensitively to the needs of the academy community. This makes each act of worship meaningful and rooted in the vision. Worship is designed to be welcoming and allow each person to participate in a way that feels personal and comfortable to them. One pupil commented, 'It makes you feel safe, like you're wrapped in a warm blanket.' Pupils take active leadership roles, especially as 'Stewards of God'. They help shape and lead worship regularly and this builds their confidence and strengthens their sense of responsibility. Each month, the community focuses on a 'Steward of Hope'—a living person or saint. It highlights how this value is demonstrated through everyday actions and choices. It inspires reflection and encourages others to live hopefully in their own lives. Spirituality is nurtured both through planned opportunities and spontaneous moments. Pupils and adults have time to reflect on and evaluate each worship. This means that it continues to evolve in response to the needs of those participating, allowing voices to be heard and valued.

The Christian vision is fully embedded within the curriculum, shaping decisions and priorities. It provides a clear moral purpose, guiding both what is taught and how pupils experience learning. The curriculum is carefully designed to reflect the needs of the community. Pupils' work is celebrated in ways that affirm their unique strengths. A strong emphasis on sporting achievement also promotes self-belief and confidence. The academy's vision is lived out through the commitment to nurturing creativity as a means of self-expression and emotional development. Consequently, staff actively engage in training to deepen their expertise and support pupils' talents and interests. As a result, there are high levels of aspiration, where individuality is celebrated and pupils flourish in their unique gifts. The extra-curricular program offers many diverse clubs and activities that develop different skills and interests. Participation is high. Careful planning ensures that vulnerable pupils and those with special educational needs and/or disabilities benefit from these opportunities. Adults are proactive in adapting provision to meet individual needs, promoting a strong sense of belonging and achievement. High-quality training provided by the trust supports professional development, while actively reducing workload. Staff members report feeling valued, and collaboration with colleagues across the trust enriches their practice. This, in turn, creates a strong sense of purpose within the academy.

RE is a valued and important subject within the curriculum. It is well-resourced, with carefully planned training ensuring that the needs of pupils are met. The curriculum is thoughtfully structured and sequenced with 'big questions' central to the learning process. These encourage pupils to think deeply and engage meaningfully with both Christianity and a range of worldviews. Visits to places of worship enhance learning by offering rich, first-hand experiences that pupils can reflect on and draw from. Strong leadership and a clear sense of purpose contribute to the high level of respect the subject holds among staff and pupils.



Pupils are empowered to speak out and stand up for what is right. They are thoughtful, reflective, and deeply passionate about fairness and justice. As active contributors to the academy community they take on purposeful roles. These include Mini Police, Art Leaders, Language Leaders, Learning Mentors, and Librarians. Such responsibilities show an understanding that leadership means making choices that help and support others. Pupils are encouraged to engage with real-world issues, learning to think ethically and act with integrity to make a positive difference. Their involvement in causes, such as environmental care and collecting supplies for a local dog charity, shows how they turn belief into action. Staff guide pupils to appreciate justice as something to be lived, not just studied. Consequently, this broadens their understanding of justice and strengthens their sense of shared responsibility. However, there are fewer opportunities for pupils to undertake actions that make a difference beyond their immediate community. Experiences like the visit to Poland help pupils reflect on reconciliation, forgiveness, and their own responsibility in helping to shape a better world. This culture of accountability is supported by the wider trust, which helps ensure that both pupils and adults are nurtured and challenged to grow.

Wellbeing lies at the heart of daily practice, shaping positive relationships. The partnership with carers is built on mutual respect. Parents express their appreciation for the immense amount of support given, particularly during challenging times. Communication is clear and timely, creating a sense of reassurance and openness. Adults in the community feel genuinely heard and uplifted, as the ethos of empathy and integrity is modelled by staff. Pupils and adults are confident that their voices are valued, which creates a supportive atmosphere and a sense of belonging. Highly effective leadership and collaboration from members of the trust team mean that staff morale is high. Colleagues support one another daily, and the academy radiates the warmth of a place where people care greatly for each other. As a result, adults and pupils are enabled to flourish socially and personally, and to approach each day overflowing with hope.

## Information

Address	Wyberton Low Road, Boston, Lincolnshire, PE21 7RZ		
Date	30 June 2025	URN	146869
Type of school	Academy	No. of pupils	417
Diocese	Lincolnshire		
MAT	Infinity Academy Trust		
Headteacher	Joanne Sharples		
Chair of Trust	Steve Lancashire		
Inspector	Kerrie Clowes		