

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

### St. Nicholas Church of England Primary School

#### Vision

'Let all that you do be done with love' (1 Corinthians 16:14)

As a Church of England school, what we do is influenced by the Christian faith. We hope that as the children journey through the school they will begin to understand God's heart for them, to know that His love is both wide and deep and that he delights in their very being.

St. Nicholas 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

- In all the school does, it is guided by its deeply embedded vision and values. As a result, pupils and adults behave with kindness, compassion and expect the best of each other.
- Pupils including those who are deemed disadvantaged and/or vulnerable are lifted through a carefully thought through values-based curriculum. This enables them to flourish spiritually as individuals and as a whole school community.
- A deeply developed and integral sense of wellbeing fills the school. It sits at the heart of its work. This creates a community in which pupils, adults and parents are enabled to flourish, particularly when setbacks occur in their lives.
- Collective worship is the vibrant heart of St. Nicholas. It is an intensive expression of a vision that sits at the heart of the school's mission. It is worship that shapes and grows the daily life of the school.

#### Development Points

- Strengthen the RE curriculum by further developing the enquiry-led approach. This is so that pupils' understanding of key concepts can be deepened.
- Build on the work of the school council by developing the role of older pupils. This is to strengthen the links between pupil leadership and the oversight of the school's Christian ethos.



## Inspection Findings

### Vision and Leadership

The vision of St Nicholas School, of doing everything with love, is the compass that guides both pupils and staff. Pupils use the vision to help them move forward both in learning and in conduct. Leaders use the vision to set a clear focus as they think about how to enable the school to flourish. When challenges arise, decision making is brought back to the vision. The ethos, of doing everything with love, means that families are enabled to flourish through the support of the school. Staff are motivated by the vision and feel that they can reach out themselves for help. There is a sense that the school puts its arms around its whole community. It creates a space in which adults and pupils develop and grow. The school's values are tools with which people understand, and live out, the vision in their everyday work. The trust's own vision is broad and inclusive, which enhances St Nicholas's ethos. The school shares in the work of the trust and diocese. For example, is a valued participant of the Church School Flourishing programme as well as contributing through its Trust Hub and subject outreach. This means that the school's vision has influence beyond its own boundaries. Governors know their purpose and how they can have impact in the school. The trust's framework for governance enables them to understand their role and carry it out effectively.

### Vision and Curriculum

The curriculum at St. Nicholas is one of many strengths. Staff have built learning around the 'big ideas'. It is founded on being spiritual, worldly, aspirational, creative, skilful and resourceful. Learning is strengthened because of access to the curriculum through these values. They make sense of what is learnt in the classroom by being connected to the way they live their lives at home and school. This is particularly the case for those who are deemed disadvantaged and/or vulnerable. Relationships sit centrally in the support offered by the school. This is valued by parents and pupils. Leaders are relentless in enabling pupils to access everything the school does. Clubs are a feature of the school and enhance its vision and values. St. Nicholas is able to use clubs to enhance the support for particular groups of pupils. For example, Camo Club enables children of service families to work better with change. A morning nurture club has contributed positively to improved school attendance. Pupils therefore live the vision through both core and the wider learning. Spirituality runs as a thread, planned through the curriculum. For both pupils and staff, it is central to their understanding of the world and what they do.

### Religious Education

RE is a priority at St Nicholas and is prominent in the curriculum. The present scheme of work builds pupils' knowledge and understanding of religions and worldviews, including Christianity. They are developing an understanding of the global nature of the Christian faith. The curriculum meets the Statement of Entitlement for RE. As a result, adults and pupils appreciate its contribution to their deepening understanding of their world. Pupils enjoy RE and see it as a vital part of their learning. RE is very well led. The work of the subject lead, alongside others in the trust, deepens the school's approach through enquiry and conceptual thinking. This builds on strengths already in the school. The prominence of the subject has been developed through effective resourcing as well as ongoing training. The school leadership and the specific leadership of RE take time to review the effectiveness and impact of schemes of work. This enables them to be wise in adapting and changing them.

Pupils have a strong understanding of key vocabulary and concepts. They can express their grasp of faith and belief fluently, including talking about concepts that are difficult to understand. RE is taught well. There are clear schemes to assess knowledge, meaning that any gaps are addressed. Assessment for learning, within lessons, is a strength. Pupils make good progress indicating the quality of the subject in the school. They can demonstrate their understanding in a range of ways suitable to their age. Younger pupils display this through pictures and class floor books, older pupils through extended writing. This enables deepened knowledge in all age groups. The school has recognised that the emphasis of the current scheme on developing knowledge sometimes does not equip pupils to think about important concepts. As an outcome of this a new scheme is being introduced.



### Worship and Spirituality

Collective Worship is at the heart of the school's expression of its vision. It is very carefully planned around the Christian values. Consequently, pupils demonstrate a deep understanding of what the values mean and how they can be lived out. Pupils' involvement sits at the heart of worship. They lead prayers, monitor, evaluate and lead the singing. Older pupils aspire to be the one who leads the start to a song that is then joined by the whole school. Singing is particularly important to the school community. It provides moments of spiritual depth and enriches worship for pupils and adults alike. The thread through all the worship is a comprehensive understanding of spirituality. For children and adults alike, it is expressed as: 'what makes your soul sing?'. The community nature of worship is enhanced through the Bridge Chaplaincy Team's involvement. This is only a part of chaplaincy's valuable contribution to the wider life of the school. Collective Worship is led by senior members of staff, local clergy as well as the school chaplain. This means that collective worship is a shared experience, that enhances and develops the Christian community of the school.

### Vision, Justice and Responsibility

Pupils understand justice and responsibility through living out the values of the school. They engage in partnerships locally and internationally that enable an understanding of advocacy and justice. This is done through work with the local foodbank and more widely through the charity 'Mercy Ships'. The school also links with the diocesan work in Uganda. This work both grows out of school culture and feeds back into it. Children have a deep understanding of the power they have as individuals to make change for the better. They speak of themselves as 'change makers'. This means they understand the meaning of being courageous, advocating for others who are in need. Significantly this can be seen in attitudes and behaviours around the school. It is reflected in the ways pupils treat each other and their expectations of one another. Pupils gain significant experience of leadership through their involvement in being sports ambassadors, play leaders and admin officers. The next stage is for these opportunities to be further developed for younger children.

### Vision and School Culture

St. Nicholas's vision sits at the heart of its culture. This is shown most deeply in times of challenge. Teaching and support staff know the school community very well. The school is relentless in going the extra mile to enable families to flourish. Behaviour around the school, in and out of lessons, reflects the key school values of forgiveness, friendship and community. Restorative justice is central to the school's approach. This is clearly a powerful aspect of how pupils treat one another. The school's ethos clearly advocates for openness and the ability to show vulnerability. The school wraps its arms around anyone who is struggling, supporting recovery. Notably the trust, through its vision and actions, enhances this. It gives a bedrock upon which the school can move forward. Belonging is at the heart of the school's mission.

## Information

Address	St. Nicholas Church of England Primary School Porton, Idmiston Road, Porton, Salisbury, Wiltshire SP4 0LB		
Date	23rd March 2026	URN	150219
Type of school	Academy	No. of pupils	139
Diocese	Salisbury		
MAT/Federation	Diocese of Salisbury Academy Trust		
MAT Chair	Sian Thornton		
Headteacher	Lucy Hill		
Chair of Governors	Fay Hodder		
Inspector	Max Burr		