

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

<b>St Nicholas Church of England Primary School, Radstock</b>			
Address	Kilmersdon Road, Radstock, Bath and North East Somerset. BA3 3QH		
Date of inspection	16 January 2020	Status of school	Voluntary controlled
Diocese	Bath and Wells	URN	134238

<b>Overall Judgement</b>	How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?	<b>Grade</b>	<b>Good</b>
<b>Additional Judgement</b>	<b>The impact of collective worship</b>	<b>Grade</b>	<b>Good</b>

### School context

St Nicholas Church of England Voluntary Controlled school is a primary school with 241 pupils on roll. The majority of pupils are of White British heritage. Few pupils speak English as an additional language. The proportion of pupils who are considered to be disadvantaged is above national averages. The proportion of pupils who have special educational needs and/or disabilities is above national averages. The current headteacher has been in post since September 2014, and collaborative support is provided through membership of a local schools' learning community.

### The school's Christian vision

'Joyful is the person who finds wisdom' (Proverbs 3:13-15)

At St Nicholas we walk in Christ's footprints to nurture and encourage one another to be lifelong learners to do all the good we can, to all the people we can, wherever we are.

### Key findings

- The Christian vision promotes a strong sense of community and has a significant impact on the flourishing of pupils and adults. However, the vision is insufficiently acknowledged as the driving force in all school policies.
- The vision promotes a particularly strong sense of dignity and respect with mutual concern for wellbeing evident throughout the school. It also drives a strong sense of inclusivity and enables all to flourish.
- Pupils have a good understanding of prayer and spiritual development and reflect readily and with confidence.
- Collective worship is well planned and has clear impact on the spiritual development of the school and wider community. However, monitoring and evaluation is too informal to be fully effective.
- Religious Education (RE) is well planned and taught. As a result, pupils speak with ready confidence about religious and spiritual ideas from Christianity and other world faiths.

### Areas for development

- Develop more formal systems for the monitoring and evaluation of collective worship to better inform future planning and ensure the impact of the vision.
- Focus the development plan so that targets are more clearly time related and provide continuing impetus for governance and leadership on the journey towards excellence.
- Further develop pupils' understanding of Christianity as a multi-cultural world faith so that they deepen their knowledge of the Christian faith in today's world.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

### Inspection findings

A Christian vision is thoroughly lived by pupils and adults in school but not fully explained on the website. It is rooted in biblical teaching. A set of values are derived from reflecting on the biblical reference and walking in the footsteps of Jesus. Pupils understand and show how they apply values of compassion, endurance, hope, trust, forgiveness and koinonia (community). There is a particularly strong sense of community driven by the vision and evident in supportive partnerships between school, church and town. The vision is shared and understood by staff and the governors and supported by the incumbent and other ministers. Conscientious governors provide strong support and leadership although the vision is not fully expressed in all policies. Targets in the development plan support the vision but are not all time related. The spirit of inclusivity promoted by the vision is an excellent feature of the school ensuring that even the most disadvantaged have a place. Displays in every classroom remind pupils of the vision. Spiritual leadership from adults helps pupils to reflect thoughtfully and behave well. There is also clear evidence of good practice in implementing the vision seen in the aspirations shared by pupils and adults. The leadership provides a range of health, wellbeing and professional development opportunities to staff, and the vision clearly drives the flourishing of adults and pupils alike.

The Christian vision is explicit through high level care offered in educating all pupils. Collaborative development opportunities are used through a local schools' learning partnership. Special care is taken over the many vulnerable and disadvantaged pupils. Highly approachable staff support the academic and pastoral needs of children which is appreciated by the parents. Governors place value on the pastoral care provided by the Chaplain. Funding has been secured and a special class provided for those who find it difficult to attend school. The system for using additional funding for disadvantaged pupils ensures good progress and staff explain how this links to the vision. There is a broad curriculum although the opportunities for spiritual development in each subject are not currently mapped in school documents. A range of opportunities are provided in and out of school from which pupils gain great joy. Pupils and adults particularly appreciate supportive links with the diocese and understand the Christian vision applies to all areas of life both academic and personal.

Pupils are encouraged to explore their potential in various ways. Reflection areas and the provision of a special RE room encourage pupils to think about spiritual aspects of the world. Boxes of visual aids linked to Bible stories and other artefacts really bring spiritual matters alive for pupils. In personal, social and health education mindfulness and other opportunities are used to good effect. This is seen in pupil willingness to reflect readily about hopes and aspirations. Pupils understand that as Jesus came to serve others, so they have a duty to do the same. This is seen in the 'spirit of St Nicholas' award given each term to the pupil who has best expressed the vision. There is some limited awareness of global concerns such as poverty and justice, and there are plans to improve this through the diocesan link with Zambia.

A wide range of curriculum opportunities are provided resulting in pupils having a strong appreciation and understanding of God's world. The Christian vision is particularly evident in the school council, equalities and eco committees. Christian values of respect and friendship shown in Jesus' life are the motivation for pupils to behave similarly. Persisting with the Christian ideal of love and forgiveness in the face of difficulty is readily understood by pupils. The school sanctions and rewards system starts afresh each day emphasising forgiveness and redemption. The vision inspires pupils to achieve and this is evident in performance which is close to national averages.

There are few pupils who are not of White British heritage, but staff conscientiously seek to ensure they understand the diverse nature of the world. Dignity and respect for all is strongly encouraged, and the preparation for the 2020 sex and relationships education requirements has been offered to parents as well as pupils. Pupils approach one another with confidence and the impact of the vision is seen in quality relationships. They also understand the need for justice for all. 'Odd Socks Day' was an imaginative way of reminding the school of various needs and ways of standing up for people in different situations.

Pupils participate enthusiastically in worship and prayer and this is the heartbeat of the school. Collective worship provision is good, and pupils and parents speak warmly about worship. As a result, worship has impact both in and beyond school with a number of parents attending regularly. Worship is invitational and with a visible effect on the whole school community in terms of spiritual growth. Music and singing are strong, and pupils are clearly moved to spiritual reflection by this activity. The church is very close to the school and is regularly used to promote a familiarity with the building and its approach to worship. The Chaplain often attends school at lunchtime to speak and pray with pupils if they wish. The Methodist minister and church members also visit regularly. As a result, pupils understand that God may be approached in many various ways and their sense of personal spirituality is well developed. The vision is expressed in worship and shows that all are valued by God and can contribute unique gifts. Anglican and other practice is evident, and pupils readily think about how the material applies to their lives. There are some opportunities for children to plan worship on occasions. Monitoring and evaluating collective worship are informal and not fully effective in informing future planning.

Religious education is a separate subject and is well planned and taught. The religious education leader is strongly supported through professional development opportunities. This allows flourishing in line with the school's vision and promotes confident teaching. Materials in use include the 'Understanding Christianity' resource which has significant impact in helping pupils understand the Bible. Pupils have a thoughtful understanding of the significance of Christianity in Britain as a living faith with its effect on society. Understanding of Christianity as a multi-cultural world faith is rather limited and this is an area under development. Pupils understand the importance of studying world faiths and speak confidently about their symbols and artefacts. Work is well produced and regularly marked. A more advanced system to improve monitoring progress is under development.

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