

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Nicholas CE Primary Academy	
Address	Woad Farm Road, Boston, PE21 0EF
School vision	
Matthew 5:16 'Let your light shine'	
School strengths	
<ul style="list-style-type: none"> • Leaders and academy champions are committed to the school. They are motivated by the vision and go to exceptional lengths to create an inspirational place where all are welcome to thrive, 'shine' and learn. • The nurture team reinforces the school's vision to 'let your light shine'. Vulnerable and pupils with special educational needs and/or disabilities (SEND) are well supported. They are included with dignity, and equipped well to grow in a challenging world. • Adults, pupils and families are treated with compassion and kindness. The wellbeing and good mental health support practices leads to flourishing. • Collective Worship engages pupils and adults. It enhances and enriches lives. Spiritual flourishing occurs through the safe space that is created. • Religious education (RE) has a high profile. The curriculum is broad, relevant and balanced. As a result of this, pupils have a good understanding of religions and worldviews. 	
Areas for development	
<ul style="list-style-type: none"> • To allow pupils to drive action and become independent agents of change within the local and global community. This will support them in their understanding of their responsibility as global citizens. • To provide opportunities in RE for pupils to have a deeper understanding within religions and worldviews. This is so they develop a sense of the wider world with diverse views and practices. • In line with the vision, continue to develop growth partnerships in the academy and diocese. This will further share the school's high-quality practice as a Church school. It will broaden pupil opportunities and help to expand experiences. 	
Inspection findings	
<p>The Christian Vision from Matthew 5:16 of 'let your light shine' permeates throughout the school. Leaders demonstrate a clear understanding of the roots of the vision. The conscious decision to use the concept of light powering through the darkness supported the school to move forwards. This</p>	

was following a very difficult period for the school community. 'Shining your light' is a concept that is understood even by the youngest pupils. It is part of the everyday language in the school. There is a shared understanding of what it means to adults and pupils. 'Is your light shining?' is asked throughout the day. It encourages the school and community to be the best version of themselves. This is a school where lives are transformed. Parents who were fearful of the school, are now employed staff completing teaching assistant qualifications. Leaders know what creates and hinders their pupils from shining. They are driven by the vision to meet and respond to the needs of the community it serves. Pupils and adults are treated well. They flourish because they are encouraged to use their talents and gifts. Showing love and compassion is strikingly normal. Adults and pupils are welcomed and encouraged to thrive in a nurturing, accepting culture. The vision prepares pupils well for the future.

The school is well supported by the diocese and trust. The academy champions are part of the academy governance structure. They encourage school leaders and hold them to account. They know and understand the challenges faced by the school, pupils and community. They have seen the transformation of the school both inside and outside the gates. The trust is located adjacent to the school. They are actively engaged in regular monitoring and evaluation of the school. This means they know the school and community well. Academy champions and the trust live out the school's Christian vision in their actions and decision-making processes. Decisions made by school leaders promotes academic and personal flourishing. Working closely with the trust and diocese ensures the school is challenged to improve, its successes celebrated, and good practice is shared.

The vision inspires the curriculum and is embedded within it. It ensures there is clear development and inclusivity for SEND and vulnerable pupils. Their diverse needs and abilities are met. This is because leaders create an environment that is calm and purposeful for these pupils. Wall displays are bright and colourful. It is a haven for all, with rooms created to make pupils feel safe and cared for. The school creates a culture of value and acceptance. Adults also feel loved and appreciated. Support systems are in place to ensure that staff have opportunities to develop their skills and expertise. This ensures that the strengths of staff are recognised and enhanced. As a result, they flourish. Several members of staff have achieved nationally recognised qualifications in their area of interest for career development.

Collective worship is the heartbeat of the school. It includes everyone and all are invited to participate. It is a joyful and uplifting part of the day. The school community 'arrives feeling one way and leaves another'. Year 6 pupils support younger ones. This encourages their engagement with worship and supports their spiritual flourishing. The school community are engaged in worship. This is because singing and music elevates feelings and 'helps to make happy hormones'. 'It makes me happy when I leave worship. I felt dull and then loved' typifies the comments made by pupils. Visits from the Open the Book team and volunteers from the local church inspire pupils through interactive storytelling. They explore values such as hope, love, integrity, unity and curiosity. This helps pupils to think deeply about the world they live in. They respond to events and relate the teaching to their own lives. The school's approach to spirituality supports the development of collective worship because time is given for moments of stillness and prayer.

Pupils are beginning to understand they can be agents of change. The Little FISH (School council) are vocal advocates in school. They encourage members of the school community to 'shine' through action and communication. Within school, pupils supported the creation of more accessible areas for disabled pupils. Designing a quiet space for pupils to read is a project enthusiastically undertaken by the Little FISH. Pupils know their voice is heard in school because they are enabled to

make decisions to 'let their light shine'. They recognise that every day is 'special here' and that they can flourish by 'helping others'. Pupils aspire to be members of the Little FISH. This is because they know that being recognised in this way shows they are good role models to others. This becomes a motivational driving force encouraging pupils to 'shine their light'. However, pupils do not recognise, their role in bringing change to local community or the wider world.

RE is engaging because creative teaching widens pupil's ideas and views. The RE curriculum is well-balanced and structured. It provides pupils with opportunities to learn about a range of religions and worldviews. They are respectful and know people have different opinions. Pupils are eager to learn new things and move their learning forward. Visits to places of worship and visitors from a range of religions enhance the curriculum. This enables pupils to deepen their understanding of living in a multicultural area. Purposeful retrieval practice means pupils revisit learning and it becomes embedded. Displays in classrooms support pupil's current learning. The prompting questions, key knowledge and examples of work means links between religions and topics studied can be made. Time for reflection enables pupils to consider their own responses to their learning. Spirituality is integral to the RE curriculum. Pupils engage with their own views, emotions and big questions. This enables them to think beyond themselves, fostering an understanding of difference. However, pupil understanding of religions as lived, diverse, global faiths is not fully understood or explored. The leader of RE supports and empowers staff through training, offering bespoke support where needed. Training provided by the diocese and the trust ensure that developments in RE are accurate and robust. Staff knowledge is enhanced, and confidence is built because of these actions.

The inspection findings indicate that St Nicholas CE Primary Academy is living up to its foundation as a Church school.

Information			
School	St Nicholas CE Primary Academy	Inspection date	21 May 2024
URN	147447	VC/VA/Academy	Academy
Diocese/District	Lincoln Diocese	Pupils on roll	198
MAT/Federation	Infinity Academies		
Headteacher	Fiona Booth		
Chair of Trust Board	Gavin Booth		
Inspector	Jemma Coulson	No.	c.23/24