

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

## Ulceby St Nicholas C of E Primary School

Address Church Lane, Ulceby, North Lincolnshire, United Kingdom, DN39 6TB

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>Overall grade</b>	<b>Good</b>
<b>The impact of collective worship</b>	<b>Good</b>

### School’s vision

As a Christian school we aim to offer a nurturing, inclusive family environment, committed to supporting and respecting all as children of God whilst striving for the highest possible academic standards. We aspire to develop individuals who are kind, courageous and successful; who recognise the power of forgiveness and are ambassadors for positive change in today’s world and tomorrow’s. Luke 2:40 “And the child grew and became strong; he was filled with wisdom, and the grace of God was on him”

### Key findings

- The strong Christian vision and effective leadership drive the strategic direction of the school. Its focus on nurture and care enables the whole school community to flourish and grow.
- Prayer and reflection have a significant impact on pupils' spiritual development. The school's evolving curriculum and high-quality teaching enables all pupils to become confident and resilient learners.
- Collective worship is integral to school life; it is valued by all and provokes thoughtful and respectful responses from pupils. However, more opportunities for the pupils to plan and lead worship would give them further ownership.
- Religious education (RE) is well led and provides a safe space for children to explore key concepts of Christiaity and other world views.

## Areas for development

- To provide more opportunities for pupils to plan and lead collective worship, enabling them to have greater ownership.
- To further develop the curriculum to enhance pupils' experiences of difference and diversity, to equip them to live as global citizens now and in the future.

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

United by the Christian vision, the highly effective leadership team strive to enrich the lives of everyone, enabling them to flourish within a nurturing, inclusive learning community. Governors understand the needs of the school and ensure that the Christian vision underpins all decisions made. Governors work closely with staff and are actively involved in all aspects of school life. They challenge how the Christian distinctiveness impacts the lives of the community it serves. Through a close partnership with the headteacher, their monitoring ensures staff wellbeing is central to school strategic planning. A strong relationship with the academy trust and diocese provides effective training for staff and governors to develop in their roles. Governors and staff speak positively about the opportunities to work with other schools within the trust and see it as a chance to strengthen and share good practice. Recently the school has undertaken work with other schools focusing on writing development. The Christian vision is driving new curriculum development focusing on the development of the whole child, ensuring aspiration and lifelong learning skills which reflects the Biblical basis of the school vision 'And the child grew and became strong: he was filled with wisdom, and the grace of God was on him.'(Luke 2:40). The evolving curriculum is now well planned and applicable to the school community. High quality teaching is paramount across the school. The school's aim to enable all to succeed and achieve success focusses on individuality and inclusivity. Pupils feel nurtured to grow as unique individuals in the eyes of God who are kind and courageous. The curriculum enables the most vulnerable and those with additional needs to thrive and become successful learners. Mental health and wellbeing are of utmost importance within the school. The employment of a pastoral support worker and the work of the special educational needs coordinator has transformed the wellbeing support for pupils, families, and staff. Pupils and families have the highest confidence in the school and feel listened to and supported, enabling them all to prosper. The school is proactive in identifying and tailoring support to meet the needs of all children. High levels of nurture were significant through the pandemic, providing ongoing support for pupils and families, which met individual needs both pastorally and academically. Careful monitoring of pupils' mental health and wellbeing following the return to school allowed staff to respond quickly to pupils' anxieties. Resilience activities and nurture groups were set up to support pupils which has fostered positive behaviours and increased engagement within school. Through the school's positive relationships with families and the overarching focus on nurture, absence figures have reduced significantly. The children are happy in school and therefore want to be in school. Pupils value the many opportunities for their voices to be heard and are passionate about their roles of responsibility in school. They experience what it is like to be part of the world of work as they apply and are interviewed by staff and members of the community for positions of responsibility in school. Feedback from interviews has enabled the pupils to grow in confidence and increase their self-esteem. Pupil leaders model exemplary behaviour to others through their roles as playground monitors and lunchtime helpers. The school's vision and values positively impact on character development. Pupils speak enthusiastically about making a difference and how to become ambassadors for positive change in the world they live.

Their leadership skills are becoming more evident, as shown in the ways they are making others aware of what can be done to respond to climate change. Pupils understand that living together well can at times be challenging. Through the curriculum and collective worship, they have gained strategies to help them show forgiveness towards others and talk about how they can reconcile friendships. The Christian vision is at the heart of collective worship. Starting the day with collective worship brings the whole school community together with a sense of calmness and spirituality. Key biblical messages from worship are referred to throughout the school day by staff and pupils. Collective worship is inclusive and integral to school life, it is clearly underpinned by the life and teaching of Jesus. The pupil leaders who make up the Collective Worship Crew relish the opportunities they have in supporting the delivery of worship; however, they would like wider opportunities to plan and to lead school worship. The school values its relationship with the local clergy. Recorded collective worship and displays of the pupils' work in church during lockdown created ongoing connections with families and the wider school community. Pupils talk highly of the local vicar and his use of everyday analogies for concepts such as the teachings about the Christian belief in the Holy Trinity, which captivate the pupils. There is a shared understanding of spirituality within the school. The emphasis on reflection across all aspects of school life has a positive impact on pupils' spiritual development. Pupils think deeply and take time to consider their own views. Effective use is made of the reflection areas in classrooms. Pupils actively enjoy the opportunities for prayer during the school day. They have found the use of different pebbles beneficial for silent prayers of thankfulness and forgiveness. RE is led well. Staff have been supported by the RE subject leader and the Diocese in delivering RE teaching to deepen pupils' knowledge across the whole school curriculum. Inspiring and creative approaches to RE enable pupils to explore key concepts in depth. Pupils are encouraged to develop their curiosity and ask 'big questions'. They can explain how the school's vision gives them confidence to question, explore and challenge Contextual information about the school themselves in their everyday learning. All are becoming confident learners in an established secure, safe, and respectful environment. Pupils are challenge using a wide range of enquiry skills in all aspects of the school curriculum.

<b>contextual information about the school</b>			
Date of inspection	1 March 2022	URN	140343
Date of previous inspection	24 June 2015		
School status	Voluntary controlled	NOR	112
Name of MAT / Federation	Lincoln Anglican Academy Trust		
Diocese / Methodist District	Lincoln		
Headteacher	Mrs Rebecca Proctor – Acting Head of School / Magnus Smedley - Executive Head		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is above national average. The proportion of pupils who have special educational needs and/or disabilities is above national average.		
Additional significant information (if needed)			
Inspector's name	Julia Marshall	No.	980