

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Nicholas' Church of England VC Middle School, Pinvin	
Address	Main Street, Pinvin, Pershore, WR10 2ER
School vision	
<p>As children of God, we are working together with warmth and the belief that everyone can be happy, grow and flourish.</p> <p>'You have planted them, and they have taken root, they grow and bear fruit' – Jeremiah 12v2</p> <p>We seek to develop our vision through the six Christian values of: Community, Respect, Wisdom, Peace, Hope and Joy and live out these through every aspect of school life.</p>	
School strengths	
<ul style="list-style-type: none"> • The entire school community collectively embraces a distinct Christian vision for the school. This vision, along with its accompanying values, is clearly embedded and consistently practised in the daily life of the school. • There is a strong focus on mental health and wellbeing. The school's deep knowledge and understanding of its pupils not only facilitates effective support for the most vulnerable but also ensures staff feel well supported. • The passion and commitment of all leaders, at all levels, ensures that St Nicholas is a caring, deeply Christian community. • Worship offers calm and contemplative moments for personal spirituality. The school's Christian vision and shared values are deeply rooted in collective worship, which is inspirational and welcoming. Both pupils and adults appreciate the time to unite as a community during collective worship. • Leaders at all levels ensure that pupils experience thought-provoking, interesting and appropriate programmes of learning. 	
Areas for development	
<ul style="list-style-type: none"> • Develop further learning opportunities throughout the curriculum that enable a deeper understanding of spirituality. • Extend opportunities to explore questions of justice and contemplate the complexities of global inequality. This is so that pupils have a better understanding into how they can affect meaningful, positive change. 	
Inspection findings	
<p>St Nicholas is an inclusive school that warmly embraces everyone. Leaders and governors have meticulously revised and enriched their vision, captured beautifully, 'As children of God, we are working together with warmth and the belief that everyone can be happy, grow and flourish.' This refined Christian vision, wholeheartedly supported and enabled by the Trust board, is not only embraced but fully integrated into the school's daily life. It nurtures relationships founded on values of community, respect, wisdom, peace, hope and joy. This fosters an environment where both</p>	

students and adults flourish as individuals. The leadership team has demonstrated courage by making critical decisions to ensure the welfare of vulnerable pupils and those with special educational needs and/or disabilities (SEND). School resources are utilised efficiently to enable each individual to attain personal success. Innovative use of 'The Pod,' a dedicated support room, has positively impacted students, especially those needing emotional support.

The school's vision underpins the whole curriculum enabling all to flourish. Effective provision is in place to support pupils, ensuring they can fully engage in the learning process. This may involve additional small, targeted support, nurture groups and at times re-structuring the learning environment. The curriculum plans for each subject are closely linked to the vision and values. Residential visits are used to ensure pupils are given experiences of excellence that widen horizons. These include outdoor activities and visits to major cities, both here and abroad. Pupils talk of these with enthusiasm, and it is obvious that staff recognise, value and encourage the uniqueness of each pupil. Opportunities are offered to nurture pupils' spiritual growth, although this is not always evident across the whole of the curriculum. A recent school-wide exploration of spirituality centred on the Japanese art of kintsugi, emphasising how beauty can emerge from imperfections and brokenness. Many instances were shared by staff and parents of the school 'going the extra mile'. This is particularly significant in aiding pupils with SEND. Targeted intervention, be it for wellbeing or academic support, ensures that all are enabled to flourish as individuals.

Inspired by 'they grow and bear fruit', collective worship is welcoming, joyous, reflective and inclusive. School leaders craft diverse worship sessions that draw from a wide range of Church traditions. Both adults and pupils value coming together to respond, reflect and pray. A vibrant partnership with the local church significantly enriches worship. Local clergy collaboratively plan and lead worship, broadening pupils' experience of different aspects of faith. Pupils appreciate how collective worship helps them grasp the relevance of Jesus' teachings in their lives, honouring all beliefs and views. For example, a collective worship on forgiveness prompted one pupil to say 'even if you don't believe that God will forgive your sins, you need to know that other people will forgive your sins.' As well as adults, pupils lead worship, deepening pupil engagement. Pupils regularly evaluate worship. Their feedback prompts improvements, keeping worship relevant and creative. Throughout the school, reflection areas encourage pupils to offer thoughts and prayers related to worship and the school's vision, further enhancing the spiritual development of those who partake.

Leaders have developed a highly effective culture of care for pupils, adults and the wider community. The Christian vision 'happy, grow and flourish' is put into practice every day through a strong commitment to inclusion and well-being. 'The Pod', supports all members of the school community. Pupils receive guidance on regulating their behaviour and are afforded the time and space to address and mend relationships. Governors recognise the importance of fostering wellbeing among both staff and pupils, and they actively work to facilitate this. Adults benefit from robust support aimed at promoting positive mental health and wellbeing. As a result pupils and adults are confident in themselves and able to contribute. This impacts positively, leading to a welcoming, nurturing community. There is also a keen focus on ensuring access for all. Staff wellbeing is of the utmost importance. Their requests for personal assistance are handled with a compassionate approach. Parents spoke highly of school support in difficult times, 'leaders really know families.' During one difficult time after bereavement, one parent said of her child, 'she was really held'.

Pupils exhibit a strong grasp of fairness, recognising the rights and needs of the individual. Inspired by the vision that everyone can be happy, grow and flourish, adults and pupils courageously explore issues that affect humanity. Charity work is a part of school life with pupils eager to address issues of inequality. Pupils regularly engage in positive social action. For example, one child was so impacted by the war in Ukraine that he raised a significant amount of money in support, encouraging his

family to become involved also. Through the strong moral teaching that is threaded through the curriculum, pupils are aware of the need for greater justice in the world. However, pupils are currently less aware of the depth of injustice in the world and how they can better challenge this.

Religious education (RE) has a high status in school and is well-resourced. RE is well-planned, sequenced and enthusiastically led, reflecting the school's vision. The RE curriculum is based on the local syllabus but has been thoughtfully adapted to meet the needs of the school. The school actively engages in diocesan training, leading to school improvement. Teachers use school assessment frameworks to accurately capture pupils' journeys. Pupils speak enthusiastically about RE and how it helps them in everyday life. For example, 'you can learn to respect each other's differences. You can make a deeper relationship with someone because of that understanding.' They grasp the global significance of Christianity as a world faith and the importance of studying various worldviews. Strong links with the local diocese ensure the RE lead accesses current relevant training, which is shared with all staff.

These inspection findings indicate that St Nicholas Church of England VC Middle School is living up to its foundation as a Church school.

Information			
Inspection date	25 October 2023	URN	144257
VC/VA/Academy	Academy	Pupils on roll	181
Diocese	Worcester		
MAT/Federation	Diocese of Worcester Multi Academy Trust		
Acting Headteacher	James Hawthorn		
Chair	Trevor Knight		
Inspector	David Dunn	No.	2105