



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Nicholas Church of England VC Primary School, Tillingham	
Address	The Street, Tillingham, Southminster, CM0 7TJ
School vision	
<p>Following in the example of Christ, our vision is to support each other, to embrace the world with love, engage with God’s whole creation and flourish in spirit and truth. ‘Love rejoices with the truth. It always protects, always trusts, always hopes, always perseveres.’ (1 Corinthians 13: 6-7)</p>	
School strengths	
<ul style="list-style-type: none"> • The Christian vision of the school is lived out in the supportive environment where all are known, embraced and loved. • Courageous leadership and clear direction ensures all are treated fairly and treat each other well. • The school environment is tailored creatively to support the needs and development of all the pupils enabling them to flourish. • Inspirational worship brings the school community together with joyous songs and moments of peaceful reflection. As a result, pupils demonstrate hope and trust. 	
Areas for development	
<ul style="list-style-type: none"> • Support pupils to develop their skills and confidence to view themselves as agents of change. • Secure a shared understanding of spirituality and embed opportunities for reflection in the school environment. • Develop a consistent response to the religious education (RE) curriculum across the school. This will ensure a greater depth of reflection in RE. 	
Inspection findings	
<p>The Christian vision of St Nicholas Primary School is at the core of the school. It is expressed in the determination of the school community to support each other and embed changes that allow all to flourish. Pupils and staff know themselves to be appreciated as individuals and respect and support each other. This is seen in the modelled behaviour of the adults and the engagement and enthusiasm of the pupils. The vision drives the strategic decisions of the leadership. These are in turn, supported by The Vine, the diocesan multi-academy trust to which they belong. Courageous actions that implement change in policy and practice are well resourced by the MAT and embedded by school leaders. As a result of these changes, pupils and staff are flourishing in spirit and in truth. The Trust partnership ensures professional development and subject leadership for the benefit of all the pupils. The vision is lived out in the strong embedded school values of respect, love, friendship forgiveness and courage.</p> <p>Pupils are known individually to the whole staff group. They share detailed knowledge about the</p>	

pupils, resources and curriculum enabling them to tailor their teaching effectively. This means that everyone supports pupils' needs in the classroom and the rest of the school environment. Well thought out provision for pupils with special educational needs and/or disabilities (SEND) is carefully established. This includes the work of skilled specialist staff who meet the needs of individual pupils. Pupils respect difference and support the fairness of how everyone is treated so that all can flourish together. Pupils identify adaptations such as alternative seating providing comfortable and conducive working areas. Therapeutic interventions, pastoral support and the creation of dedicated space are outworkings of the vision, allowing all to thrive.

Parents recognize the vision embodied in the desire for truth and honesty in the school. They feel supported by the 'open door' policy and find staff approachable and willing to help. The leadership presence on the playground increases their confidence in the vision and practice of the school. Regular communication such as newsletters, emails and texts engenders trust. Parental workshops including those protecting their children using social media support families as they embrace these aspects of life. Respect is mutually engendered by the commitment of everyone to the school. Parents identify their children's increased enthusiasm for attending school. They are confident that needs such as anxiety are being met. Partnerships are growing as parents see their children thrive in a safe and engaging environment.

Carefully planned worship in partnership with pupils and the clergy creates a special time in the school day for pupils and staff. Worship is planned to be relevant to the needs of pupils and the community. Biblical themes including the vision and values of the school are explored and expand into the classroom. Pupils make connections on 'recognition boards' embedding the values of the school vision. Worship ends the school day, sharing the peace and providing inspiration. Music supports creating a space and time for thoughtful reflection, as well as joyous and uplifting songs of worship. There is a close involvement with the local church. The school benefits from the support of a long term relationship with the clergy leading worship weekly. Special services on the major festivals including Ash Wednesday take place in the church. Families appreciate the opportunity to attend and share worship with their children. These provide time and space for spiritual reflection. There is no agreed understanding of spirituality. Thus the development of the school environment to support individual spiritual growth is limited.

A broad curriculum is a product of the vision. Pupils engage with God's whole creation through key questions and enquiry skills. Staff and pupils recognize the importance of their values by identifying them throughout the day in the curriculum and by individual achievement. This is celebrated by the whole school community. Extra-curricular opportunities are designed to grow joy and develop talents and skills. These include music-making, singing and sports. At the Animal Club, pupils meet and learn about animals and how to look after them at a practical level. Engaging with God's creation in this way supports flourishing. Pupils enjoy playing together across the age range with respect. Younger children are supported by older pupils including through buddy systems and play leaders. They recognize that the adults treat them well and fairly. On the playground, play leaders are developing the skills to support self- management when pupils disagree. This builds on the vision to support each other and embrace the world with love. They know adults will support them and a system of restorative justice creates confidence and trust.

Pupils show a strong sense of justice and are able to think about truth and fairness in their own lives and environment. There is a clear understanding that they have a role to play as they take on responsibility for themselves and others within the school. Charitable work is undertaken such as raising funds for a defibrillator in the village, as yet this is adult led. There are links with the local community when the choir sings and visits the local residential home. Their focus is currently on the school and their immediate locality. Inspired by the curriculum and learning about the world, pupils instigate litter picking which is supported by School Council providing equipment. Currently, issues



of justice in the wider world are less explored and pupils do not see themselves as agents of change.

Planning in RE is designed to build on knowledge and understanding of world faiths and worldviews as pupils move through the school. It is prioritised by being taught in whole classes. A full cycle has not yet been completed, but current units indicate planning is effective. Adult subject knowledge is also well supported by professional development and the chosen resources so there is clarity and confidence in the planning. Pupils are able to articulate the importance of RE. They demonstrate respect in their knowledge and understanding of a range of faiths. There is a secure balance between the disciplines of theology, philosophy and human sciences. The enquiry approach is supporting growth in thinking both in RE and across the curriculum. However, there is insufficient regular discussion and consideration of the content of the RE curriculum to secure a depth of reflection.

The inspection findings indicate that St Nicholas Church of England Primary School, Tillingham is living up to its foundation as a Church School.

Information			
Inspection date	24 April 2024	URN	147413
VC/VA/Academy	Academy	Pupils on roll	119
Diocese	Chelmsford		
MAT/Federation	Diocese of Chelmsford Vine Schools Trust		
Headteacher	Mrs Nicola Emrich		
Chair	Garry Neave		
Inspector	Linda Wiskin	No.	2211