

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Nicholas and St Laurence Church of England Primary School

Vision

Our school vision is Inspire to Aspire. Our vision for education is deeply Christian, with love at the heart of everything we do. We wish to inspire all our children to aspire to take on new learning, new experiences, new responsibilities and new challenges to fulfil themselves – becoming the very best they can and experiencing “life in all its fullness”. This comes from the biblical verse John 10:10. ‘That they shall have life, life in all its fullness.’ There will be both joyful times and challenges in life but we know that God loves us and is with us even in times of difficulty.

St Nicholas and St Laurence Church of England Primary School is living up to its foundation as a Church school and is enabling pupils and adults to flourish. It has the following notable strengths.

Notable Strengths

- School and trust leaders ensure that the Christian vision and values are the guiding principles in the work of the school.
- Inspired by the school’s Christian vision, the wellbeing and mental health of pupils and adults are prioritised, protected and nurtured. This results in a strong culture of inclusion and the celebration of everyone’s uniqueness.
- The curriculum has been carefully tailored to reflect the context of the school. It provides multiple opportunities for pupils to raise their aspirations and live life to the full.
- Collective worship is valued by pupils and adults. It instils the vision and values into hearts and minds, resulting in spiritual flourishing. The partnerships with local churches, the trust and the diocese strengthen this further.
- Pupils learn to take responsibility as they take on leadership of initiatives in the school.

Development Points

- Strengthen opportunities for pupils to make links between religious concepts and beliefs within religious education (RE). This is so pupils are able to make stronger connections with prior learning and remember more over time.
- Strengthen the assessment of RE to enable pupils to demonstrate their increasingly deep knowledge and understanding.
- Deepen the school’s understanding of spirituality. This is to enhance the spiritual awareness of pupils and adults.



Inspection Findings

Vision and Leadership

Leaders, including governors, ensure that the Christian vision of 'Inspire to Aspire' guides the work of the school. This vision, underpinned by 'life in all its fullness', aids governors' and leaders' decision-making. Leaders used key information about the context of the school to inform the vision. They recognised that there was a need to increase aspiration for the pupils, as well as to heighten expectations of adults. Therefore, 'Inspire to Aspire' was born, and has driven many different initiatives including the decision for the school to join an academy trust. This decision was pivotal in enabling leaders to live out the vision, and to raise aspirations and standards in the school. The impact of the vision has been significant. The school is no longer isolated as it's part of a family and hub of schools. Adults have received strong professional development. The curriculum has been strengthened. Standards have risen and consequently pupils and adults are flourishing. The values which underpin the vision provide a framework which informs how pupils and adults relate to one another. At the heart of this is love. Consequently, relationships between staff, pupils and families are shaped by the desire for human flourishing.

Vision and School Culture

Inspired by the vision, leaders prioritise the wellbeing of pupils and adults enabling them to flourish. Pupils, including those who are considered vulnerable or have a special educational need and/or a disability (SEND) are looked after well. Adults take care to build positive relationships with families so that pupils' individual needs are understood and can be catered for. As a result, the culture is highly inclusive. This approach ensures that pupils are able to access the whole school curriculum. Leaders have built positive partnerships with external specialists so that they can seek advice to inform their practice. They support pupils to flourish through a variety of effective strategies. Pupils who require specialist SEND provision have their needs met. These pupils have access to the school's Beehive provision, where they benefit from a personalised curriculum. School and trust leaders also prioritise the wellbeing of staff. They have built an ethos where members of staff are able to seek additional support whenever it is required. Consequently, staff retention is high.

Vision and Curriculum

The curriculum has been shaped by a desire to develop aspirations for pupils. Units of work draw on different aspirational individuals to inspire pupils. In addition, regular visitors come into school to provide examples of what pupils might aspire to become. For example, a volcanologist visited Year 5 pupils, whereas a cardiologist visited Year 6. Leaders take care to ensure that the curriculum reflects a wide diversity of people, expanding on pupils' own experiences. Teachers deliberately plan to avoid gender stereotypes. Each year, pupils experience a 'Big Me Day' when they are asked to come to school as their aspirational future self. This is leading to pupils selecting more ambitious careers. In addition to this, the school has designed an enrichment curriculum that builds independence and aspiration over time. All pupils from Year 1 onwards have a progressively challenging camping or residential experience. Pupils visit localities increasingly further away to develop their understanding of diversity and provide a breadth of experience. Leaders employ specialist teachers for music and for PE to further aid pupil flourishing. In addition, there is a wide range of extra-curricular activities to enable pupils to explore life in all its fullness.

Worship and Spirituality

Collective worship is a joyful time at St Nicholas and St Laurence. It provides opportunities for pupils and adults to reflect on their vision and values. The community learns to show love, compassion, hope, resilience, perseverance and fellowship together. During worship, pupils and adults explore the 'ows' and 'wows' of life, and consider 'what makes their soul sing'. This enables them to flourish spiritually. Worship leaders make use of stillness and prayer so that pupils and adults can reflect and shape their future actions. The strong links with the local churches and the diocese, strengthen worship further. The vicar works closely with the school to support the planning and delivery of collective worship. Worship leaders also benefit from professional development



with colleagues in the diocese. School leaders have prioritised the development of spirituality. However, pupils and adults lack understanding about their own spiritual growth. Furthermore, spirituality is not developed across the curriculum.

Vision, Justice and Responsibility

The curriculum ensures that pupils learn about justice and responsibility. This is accomplished through looking at the lives and actions of inspirational figures. These individuals demonstrate to pupils the need to make ethical choices and to take action to respond to injustice. In addition to this, there is a strong focus on creation and climate change in the curriculum. A large number of pupils put themselves forward to join the eco council. Consequently, pupils take part in green initiatives, such as biking or walking to school. The eco council have organised visitors to come into school to talk about rubbish, recycling and marine litter. As a result, each class has representatives of the committee which focus on litter picking around the school. Year 3 pupils spend time helping at the food bank at St Laurence Church. The whole school contributes to the food bank at harvest and during advent through a reverse advent calendar scheme. Pupils also volunteer to raise funds for good causes and visit the local care home to sing to residents. These activities raise pupils' awareness of the need to make ethical choices and take responsibility in response to injustice.

Religious Education

Leaders prioritise RE in this school. The subject leader is provided with time to attend quality training with the trust and the diocese. Teachers receive regular professional development as well as informal support when it is required. Leaders make sure that the subject is taught regularly. The curriculum has been revised to reflect the local context, and to ensure an appropriate balance between Christianity and other religions. Year 3 pupils are trialling a new version of the RE curriculum which has been developed by the trust. This curriculum provides more opportunities to share diverse worldviews. It also demands that pupils regularly revisit prior learning and make links around core concepts. Both the older and new curriculums are relevant, balanced and structured around core ideas. However, the older RE curriculum is less effective at making connections and comparisons between religions. This is impeding pupils' retention of knowledge and depth of understanding.

The teaching and learning of RE is effective. Teachers use a range of strategies to enable pupils to acquire new knowledge and vocabulary. They regularly recap on prior learning at the start of each lesson. Pupils have time to engage actively with new content, and they participate enthusiastically. However, retention of knowledge is hampered by the lack of regular assessments of learning in RE. Currently pupils are not frequently revisiting or recalling their prior knowledge in depth. This limits their ability to connect new learning to known concepts.

Information			
Address	Broadway, Weymouth, Dorset DT3 5DQ		
Date of inspection	10 February 2026	URN	149164
Type of school	Academy	No. of pupils	212
Diocese	Salisbury		
MAT	Diocese of Salisbury Academy Trust		
MAT Chair	Sian Thornton		
Headteacher	Wayne Roberts		
Chair of Governors	Anthony Moore		
Inspector	Claire Platt		