

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Nicholas Church of England Infants' School, Wallingford

Vision

Becoming The Best We Can Be

'And God saw that it was good' (Genesis 1:25)

We recognise the world and everything within it, as a gift created by God for human flourishing. We recognise each person is unique, sharing in God's purpose to bring life and allow creation to thrive. Our school is a place where children's characters, gifts and abilities are enabled to grow.

Our values: Respect, Friendship, Love, Forgiveness, Thankfulness, Perseverance.

Our vision and values are at the core of everything we do. They underpin teaching and learning and provide an environment which prepares pupils to become the best they can be.

St Nicholas Church of England Infants' 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

- Leaders' passion for making a difference to the lives of pupils and adults shapes the actions they take. This is at the heart of their vision to journey towards becoming the best that they can be.
- A strong, supportive team provide a range of care and support for pupils and adults. This results in a welcoming and happy school.
- Pupils have a growing sense of their responsibility to themselves and one another. This leads to actions that positively impact on the lives of others.
- Pupils enjoy collective worship. This provision supports them to be knowledgeable about a range of Bible stories and their meaning to life today.

Development Points

- Strengthen understanding of the school's Christian vision and how this links to biblical teaching. This is so that leaders ensure it remains relevant, guiding their decision-making, as the school's context changes over time.
- Ensure a deeper understanding of the approach to spirituality. This is in order to accurately identify how the curriculum nurtures the spiritual development of pupils.
- Fully implement the revised religious education (RE) curriculum, with training for staff. This is to enable pupils to benefit from the breadth of the planned provision.



Inspection Findings

Vision and Leadership

St Nicholas Infants' School is a nurturing community driven by its Christian vision to journey towards becoming the best they can be. This vision shapes daily actions and sits at the heart of strategic planning. Referencing their Bible verse from the creation story, leaders speak of everyone as uniquely created by God and capable of flourishing. This is evident in the way pupils and adults are known, valued, and supported. However, pupils and other adults cannot readily articulate this biblical link. This limits the impact of the vision, as they do not draw on the deeper biblical meaning that gives their work its purpose. The school's vision is lived through a set of values. These shape relationships, guide behaviour and permeate school life. A committed, cohesive staff team works collaboratively to create a welcoming, happy environment. Consequently, pupils feel secure to learn and grow. Parents generally appreciate the level of pastoral support offered to families, recognising the difference this makes to their children. Staff engage proactively with opportunities for their own professional development, each on a journey to becoming the best they can be. Support from the multi-academy trust and the diocese is valued by leaders and governors. This strengthens their ability to improve.

Vision and Curriculum

Shaped by its Christian vision, St Nicholas's curriculum aims to grow pupils' characters, gifts and abilities. This approach expresses leaders' belief that each child has God-given gifts and the potential to develop. Staff create learning environments where pupils are encouraged to persevere, explore, and take pride in their achievements. Teaching materials are selected to ensure pupils see and learn about people with different backgrounds and experiences. In their daily practice, pupils and adults use the school's chosen language for spirituality. However, a common understanding of what these moments are is not secure. This means, for example, that spelling mistakes are sometimes labelled as 'ow' moments, while sitting correctly can be seen as a 'wow' moment. This lack of clarity restricts how well pupils' spiritual growth is nurtured. In addition, it limits the identification and planning of authentic spiritual moments across the curriculum.

Religious Education

RE is recognised as a central element of St Nicholas's identity as a Church school. Pupils enjoy RE lessons and talk with interest about what they learn, recalling key stories and beliefs. Drawing on the parable of the mustard seed, they explain how their small acts can have a big impact. Discussing the symbolism of a Christingle, they recall what each element represents. Pupils know that Christians identify Jesus as the light of the world. They can articulate how Christianity is a living world faith. A revised RE curriculum is in the early stages of implementation. Consequently, pupils have limited knowledge and understanding about a range of world faiths and worldviews. This restricts the extent to which they can flourish in RE. Governors articulate how the new curriculum is being introduced in a considered way. Staff are positive about the training and support received from leaders, parish clergy and the diocese. Together, these approaches have developed teachers' confidence and subject knowledge. Leaders are delivering their plan for implementation and staff training. This is improving teachers' confidence and knowledge to deliver high-quality RE that contributes meaningfully to pupils' flourishing.

Worship and Spirituality

Collective worship is a joyful and valued part of daily life at St Nicholas. It provides a regular opportunity for pupils and adults to pause, reflect and celebrate together. It offers 'a time to sit and be', as parish clergy describe. Worship is invitational and inclusive, enabling individuals to participate in ways with which they are comfortable. Acts of worship have a clear structure, helping pupils to feel at ease because they know what to expect. Being selected to share one of the 'values pebbles' is a prized honour, creating an opportunity for pupils to take an active part in worship. Pupils know and, by invitation, join in saying the school prayer confidently. Pupils recognise the importance of the Bible as a special book for Christians. They enjoy hearing its stories and can



explain how these relate to life today. For example, pupils articulate how the parable of the good Samaritan teaches them to respond to others with acts of kindness. The school's values are woven naturally into worship themes. This helps pupils make meaningful connections between Christian teaching and the choices they make. Worship is also an important time for staff. Consequently, they model calm, respectful participation, creating a sense of stillness, belonging, and reverence.

Vision and School Culture

Leaders prioritise treating pupils and adults with dignity, kindness, and respect. This results in a community in which people feel they will always belong. Staff know pupils. They nurture them and respond sensitively to their needs. Staff model positive relationships, creating a calm and supportive atmosphere in which pupils can thrive. Opportunities are seized to promote good mental health, as shown in pupils' creative artwork for World Mental Health Day. Reflecting the school's values of forgiveness and love, pupils take initial responsibility to repair relationships when difficulties arise. Pupils express the importance of treating one another fairly, and the beauty found in everyone being unique. In this way, the school's Christian vision is beginning to shape their character. Pastoral care is willingly provided by leaders and parish clergy, who see their role as 'walking alongside for the journey.' This strengthens others' sense of wellbeing. Leaders are reflective about the changing needs of the school. They demonstrate a commitment to ensuring that their Christian vision continues to inform the school's culture, relationships and ways of working.

Vision, Justice and Responsibility

The Christian vision at St Nicholas supports a growing sense of responsibility. From their start in Early Years, pupils begin to become responsible for themselves. They take ownership of selecting and tidying away classroom resources. As they progress through the school, pupils recognise their role in supporting one another, the community and the environment. Pupils respond with actions that make a positive difference to others. They support classmates and take on responsibilities. Some become members of the school council, which deepens their understanding of service. Pupils support the local foodbank by asking the volunteers what they needed and encouraging pupils to collect those items. Consequently, pupils understand that their actions matter and are helping those in need. This reflects the school's values of love and friendship. It supports an initial understanding of Christian teaching about justice and compassion. Responding to the multi-academy trust's priority on sustainability, leaders describe humankind as 'earth keepers', with pupils actively collecting litter, recycling and promoting saving energy. This focus further develops their contribution to the common good and becoming the best they can be.

Information

Address	St Nicholas Road, Wallingford, Oxfordshire, OX10 8HX		
Date	16 January 2026	URN	145650
Type of school	Academy	No. of pupils	145
Diocese	Oxford		
MAT	Oxford Diocesan Schools Trust		
MAT Chair	Kathy Winrow		
Headteacher	Amy King		
Chair of Governors	Paul Baker		
Inspector	Rob Halls		