

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Baydon St Nicholas Church of England VA Primary School

Vision

Our vision at Baydon St Nicholas of ‘roots to grow, wings to fly’ provides a nurturing Christian environment where children are supported to grow in confidence, resilience, and develop a love of learning. Inspired by the Parable of the Mustard Seed we believe that small beginnings, when carefully nurtured, can grow into something strong and life-giving. Through our Christian values of respect, kindness and perseverance, we help children develop deep roots in character, faith, and learning. With these foundations in place, they are encouraged to spread their wings becoming curious, compassionate individuals who use their gifts to support and inspire others.

Baydon St Nicholas Church of England VA 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

- Leaders have created a rich Christian vision that combines belonging and aspiration. It is lived out and woven through the school’s work. As a result, people at Baydon St Nicholas feel supported and valued for the unique individuals they are.
- The outward-looking culture of service lies at the heart of the school’s endeavours. This is evident in the close partnerships it shapes with the local community.
- A carefully sculpted curriculum provision is linked to the theme of the small, but powerful mustard seed. This leads to a strong culture of inclusivity and nurture that incorporates disadvantaged pupils and those who have special educational needs and/or disabilities (SEND).
- Baydon’s approach to ensuring that pupils and adults feel looked after is clearly defined. This starts from the very first moment of the school day. Consequently, people feel they are provided with the rich foundations needed to realise their full potential.
- Collective worship is an important part of the school day. It is well-planned, giving pupils and adults a time for personal growth and development. This is expertly and creatively supported by the local clergy.

Development Points

- Review the provision for religious education (RE) to ensure that there is sufficient challenge to deepen pupils’ thinking.
- Sharpen the processes for monitoring and reporting so that governors can more effectively and appropriately monitor RE.
- Refine the school’s approach to spirituality, so that it has a greater significance within the daily life of the school.



Inspection Findings

Vision and Leadership

Leaders, including governors, have developed and implemented a clearly understood Christian vision. 'Roots to grow and wings to fly' perfectly encapsulates the school's child-centred approach. This is evident in the vision-led decision making. Leaders have reviewed and reshaped the school's Biblical underpinning. This decisive action was the result of pupils discussing inclusion. They felt that the story of the mustard seed carried greater resonance for the school community. Pupils commented 'Everyone is a small seed. We all grow differently.' This strong sense of personal growth and belonging is lived out. As a result, people feel treasured for who they are and what gifts they can share. This theme of generosity towards self and others is a thread that runs through the interactions between pupils and adults.

Vision and Curriculum

Leaders have created a bespoke curriculum that suits the needs of pupils. This is driven by the vision of belonging and aspiration. Due to variations in school numbers, this work is under constant review. Adaptations and careful decision-making leads to vulnerable children and those with SEND feeling valued. The pupils are proud to be at the school. The parable of the mustard seed demonstrates how the school seeks to provide a safe space for 'all'. Access to the outdoors provides pupils with spaces for reflection and different ways of learning. Pupils use these spaces independently. A programme of well-chosen visitors demonstrates that there are no ceilings to pupils' ambitions. These include a music producer and zoologist. Staff provide a rich and varied menu of extra-curricular clubs. This clear-sighted focus on broadening horizons is an enduring aspect of the school's vision. Often moments of awe and wonder are accidental, rather than planned throughout the curriculum. Consequently, rich opportunities for spiritual development are missed.

Worship and Spirituality

Collective worship is well-planned and is a valued part of the school day. Pupils and staff are welcomed into a calm and inclusive space. They delight in being able to pray, sing and act out stories. A strong partnership with local clergy enhances worship. The Christian vision is actively explored through a focus on each of the school's values. 'Share the story' is a highlight of weekly worship. Members of the community dramatise stories from the Bible. Through this exploration, pupils and adults gain a greater understanding of the chosen terms Christian values. During collective worship, pupils make insightful comments and are happy to share their ideas. This is enhanced by visits to the local church to celebrate important Christian feasts and festivals. Within worship, pupils and adults have opportunities for stillness and reflection. This contributes to their spiritual growth.

Religious Education

The RE curriculum is currently being reviewed so that it closely aligns to the new locally agreed syllabus. Leaders recognize that this is a substantial undertaking. The provision has been shaped to suit the needs of this small village school. Leaders work hard to ensure that the religious education curriculum is well-sequenced, relevant and diverse. Currently RE does not offer sufficient challenge for more able pupils. This is limiting their development in the subject. RE is well-resourced and has a high profile within the school week. This is reflected in school displays and pupils' enthusiasm for the subject. Training is accessed from the diocese when required. Governors do not have a comprehensive oversight of RE. There is no regular monitoring and evaluation cycle to identify whether recent changes are having an impact.

Pupils are invited to respond in various ways to RE teaching. This personalisation of learning allows pupils to deepen their understanding of faith and world views. Opportunities to bring learning to life through drama and role play are a hallmark of the school's practice. This has been a conscious decision from leaders to ensure that pupils can participate and enjoy RE. Pupils make progress and persevere in their learning. They can explain how



their understanding has grown from what they have learned before. Pupils remember these lessons with clarity and can talk about a range of world faiths and worldviews. However, opportunities for discussion, debate and argument are limited. This means that pupils are not consistently developing their thinking skills which limits their understanding.

Vision and School Culture

The school's vision encourages a caring and inclusive culture of respect. People feel safe and valued. They are kind and considerate to each other. Leaders make telling decisions that prioritise wellbeing and pastoral care, such as having a school mental health team. They actively seek programmes and initiatives that further develop this provision. These are sensitively managed so that they fit in with the ethos of the school. At the start of each day, some pupils are given 'softer' starts or planned times with adults. Families feel connected and supported. Barriers to achieving good mental health are identified and acted upon. Parents appreciate these 'tiny moments' that staff find for their children. Pupils show kindness and empathy towards each other. The impact of the vision is evident in the way that staff feel looked after and treated. Regular check-ins and bespoke support are used to promote good mental health and workload. This leads to an impactful daily routine of care and nurture.

Vision, Justice and Responsibility

Guided by the Christian vision, pupils are given the chance to assume responsibility and understand justice. This is evident in the way that they treat each other. The high levels of SEND need within a small school context is managed with sensitivity and generosity. Pupils celebrate their uniqueness and individuality. This is characterised by their empathy and respect towards others who sometimes find learning hard. They encourage each other to persevere. Pupils' enthusiasm for learning sign language further demonstrates Baydon's commitment to celebrating difference and providing wider opportunities. Charities are chosen by pupils, who plan fundraisers and work to involve others. This empowers pupils to develop their own voices for taking action. Community projects like 'Bees around the Village' have positively impacted on the local community. Pupils know that like the smallest mustard seed they can influence change. An example of this was the 'litter in the village' initiative that grew from pupils' letters to the local council. This is resulting in pupils actively using their sense of responsibility to make a meaningful difference to others.

Information

Address	Finches Lane, Baydon, Marlborough, Wilts, SN8 2JJ		
Date	3 February 2026	URN	126394
Type of school	Voluntary aided	No. of pupils	81
Diocese	Salisbury		
Headteacher	Emma Gilbert		
Chair of Governors	Dave Madden		
Inspector	Graham Shore		