

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

Bicton Primary School and Nursery

Vision

We nurture and inspire all children in our care to flourish and develop a lifelong love of learning, becoming the best they can be. We provide an enriching and engaging curriculum, equipping children with the resilience, confidence and independence needed for our ever-changing world. Spiritual, moral, social and cultural development will be at our heart. John 10:10: Jesus said, 'I have come that they may have life and have it to the full'.

Bicton 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

- The Christian vision and associated values of peace, perseverance, joy and love are well established within the school. This encourages a nurturing culture where pupils and adults learn to respect and value one another.
- Strong relationships with the school's wider community, the local church and diocesan partners enhance the effectiveness of Bicton as a Church school. They create a supportive, caring network that deepens the vision's impact and fosters a sense of living life to the full.
- School leaders ensure that collective worship is welcoming and central to the life of the school. It enables pupils and adults to reflect on the school's Christian vision and values and contributes to their spiritual flourishing.
- Religious education (RE) is planned to develop pupils' knowledge of world faiths including Christianity, and non-religious worldviews. This allows pupils to grow in their learning and appreciate a diverse range of perspectives.
- Pupils have a strong sense of responsibility and enthusiastically take on leadership roles to improve the school and wider community. As a result, they understand that they can make a positive difference to the world.

Development Points

- Develop a shared understanding of spirituality that permeates the entire curriculum. This is so pupils and staff can reflect upon and express their thoughts regarding spirituality with confidence.
- Extend opportunities in RE for pupils to reflect and respond to big questions. This is so that they can draw on their religious knowledge to deepen their thinking and argue their viewpoints.



Inspection Findings

Vision and Leadership

Bicton Primary is a warm and welcoming school. The Christian vision of 'life in all its fullness' is rooted in the needs of the community and carefully chosen to be inclusive. Leaders work hard to ensure that pupils are given a wealth of opportunities, alongside the support they need to 'be the best they can be.' This commitment is evident in the everyday life of the school. Pupils and parents describe a place that is friendly and provides a wide range of experiences. They speak with enthusiasm about the impact of the school's Christian vision and values in the lives of their children. Through regular visits and effective monitoring, governors have a keen understanding of the school's work. They play a key role in supporting and challenging leaders. As a result, the vision continues to guide priorities. Leaders have established purposeful and beneficial partnerships with the trust, local schools, and the diocese. These relationships actively guide staff and leaders with a range of professional development opportunities. This collaborative relationship enables the school to continue to develop as a Church school.

Vision and Curriculum

The vision guides and shapes the reinvigorated curriculum, which is well planned, inclusive and adapted to meet pupils' needs. Leaders diligently ensure that the curriculum is shaped by the local context. For example, high quality texts are intentionally selected to reflect diversity and world issues. A wide extracurricular offer enhances pupils' learning and develops self-esteem. The vision plays a crucial role in shaping how leaders support pupils who are vulnerable or disadvantaged. It underpins the school's thinking about how best to enable pupils to thrive in school. Personalised learning, safe spaces and emotional literacy support assistants all help pupils to understand and manage their emotions. Leaders have introduced a consistent approach to spiritual development. Regular planned opportunities to develop spiritually are integrated into the curriculum and the school day. A shared understanding of spirituality is being developed to support pupils and staff make wider connections and broaden their spiritual flourishing. However, this is not fully woven through the school's work.

Worship and Spirituality

Daily collective worship is an important part of school life, offering pupils and adults space to grow and reflect spiritually. Worship follows a planned sequence rooted in the Christian vision and values. Pupils gain a deep understanding of Bible stories. They consider their relevance to the challenges of everyday life. One pupil explained that learning about Bible stories helped them to live life kindly. 'Not everyone has to believe but everyone is included and welcome in worship to live life to the full.' Pupils lead prayers and worship, developing their confidence and understanding. Opportunities to explore faith and personal spirituality, through prayer, song and reflection, positively influence attitudes and actions. This extends beyond into classroom spaces, giving time for stillness and contemplation during the school day. Worship opens up discussion about the wider world making pupils think outside of the school community. Partnerships with local clergy introduce pupils to Christian festivals and events of the Christian calendar. Regular church visits and outdoor events help pupils experience worship in a different setting, enabling them to explore being part of a wider Christian community.

Religious Education

Leaders have ensured the RE curriculum provides a strong balance between teaching about Christianity and a range of religions and worldviews. A variety of approaches are used, such as inviting guest speakers and organising visits to places of worship. These experiences enrich pupils' learning, making it relevant and meaningful. As a result, pupils value RE and can talk about its significance in their own lives. They highlight the importance of studying different religions in developing understanding and respect. The two-year cycle of learning enables pupils to examine similarities and differences between various religions. This structure supports the development of their understanding of faith diversity and encourages acceptance of others. Opportunities for pupils to reflect deeply and respond to life's fundamental questions are being developed. However, pupils are not fully drawing on their religious knowledge to review their thinking and depth of understanding.



Vision and School Culture

Strong relationships are underpinned by the Christian values of peace, perseverance, joy and love. Pupils enjoy coming to school and value the morning welcome and nurturing environment. This helps pupils to feel safe and secure as they begin their day. Those who need a little more help to transfer from home to school have carefully thought-out support. This means they enter the classroom calmly and settled. Wellbeing and mental health are central to the school's vision and daily practice. Leaders invest in resources for wellbeing and high-quality staff development. Strategies around emotional literacy and 'zones of regulation' provide frameworks for pupils to understand the links between emotions and behaviour. This enables staff to support pupils to flourish, both emotionally and academically. The vision supports an ethos in which pupils look out for one another with empathy and care. They enjoy playtime and support those who find these times challenging. For example, pupils support those who are lonely or sad and by offering their time and play resources. Positive relationships built through trust and respect are a strength of the school and its community.

Vision, Justice and Responsibility

Pupils demonstrate a secure understanding of justice and responsibility, shaped by the school's vision and values. This is evident in the way that they care for one another and engage in developing the school. Through taking on a wide range of leadership and pastoral responsibilities, they make an active contribution to school life. Pupils use the values to discuss what is fair and just within their own lives. They know that along with rights come responsibilities. The eco group challenges others to care for the earth and make ethical choices through recycling and reusing. They understand they must take care of their environment so that everyone can enjoy it. 'God created our world; it is important we look after it.' They are keen to enhance the school and make a positive difference to the wellbeing of others in the community. For example, working to raise awareness of dementia or writing to the local council to request the installation of a zebra crossing. Pupils raise funds to support a range of charities and consider how they can have an impact on the lives of others through support and giving. They understand how they can act responsibly to have a positive influence within the wider world.

Information

Address	Bicton Lane, Bicton, Shrewsbury, Shropshire, SY3 8EH		
Date	22 January 2026	URN	150702
Type of school	Academy	No. of pupils	111
Diocese	Lichfield		
MAT	Shropshire Church of England Academies Trust		
MAT Chair	Malcolm Maclean		
Headteacher	Eleanor Mavin		
Chair of Governors	Hannah Lins		
Inspector	Rhian Hollyhead		