

Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Michael's Church of England Primary School

Vision

Our vision is to be an inclusive learning community where everyone can flourish academically while growing spiritually within God's love.

'Do to others as you would want them to do to you.' (Luke 6:31)

St Michael's 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

- The Christian vision is embedded and shapes the life of the school, so that pupils and adults are enabled to flourish.
- The vision and values create a culture where pupils and adults are treated well. Through leaders' nurture and care, individuals feel welcomed and valued, developing a strong sense of belonging.
- Collective worship is carefully planned and effectively led, inspired by the school's vision and values. As a result, individuals have daily opportunities for reflection and spiritual flourishing.
- Religious education (RE) is a priority. Working with the Diocese of Salisbury Academy Trust (DSAT), leaders ensure that the curriculum is challenging and relevant.

Development Points

- Plan and embed a coherent approach to spiritual development across the curriculum. This is to enable pupils to recognise, understand and express their own spiritual growth.
- Establish effective assessment in RE so that next steps in learning are clearly identified and enrich planning.
- Guide pupils to build on their understanding of justice and injustice. This is to encourage them to think more deeply about how positive changes can be achieved more widely.



Inspection Findings

Vision and Leadership

St Michael's Church of England Primary School places its Christian vision at the centre of school life. The vision is clearly articulated by leaders, so that it is known and understood by pupils, staff and parents. The vision is expressed through five core Christian values: kindness, honesty, compassion, trust and respect. Supported by DSAT, school leaders effectively evaluate the impact of the school's vision, which is modelled consistently by staff. Through this, pupils understand the impact of their actions on others. They reflect on the core values and their daily choices. The school community and parents celebrate pupils who demonstrate these values as 'Stars of the Week'. There is a collaborative approach to leadership and challenges are compassionately addressed, for the good of all. Therefore, pupils and adults flourish within this school. They enjoy learning and teaching in the heart of Lyme Regis.

Vision and Curriculum

The school's nurturing approach proactively brings its vision to life, through personalised support and provision. Therefore, pupils and families feel valued. Leaders are developing a curriculum shaped by curiosity, determination, resilience and responsibility. This leads to pupils becoming more enthusiastic and active learners. Community is central to school life and the curriculum. Hence, pupils value the local area and feel connected. Staff encourage pupils to have high aspirations and take pride in their town. However, there is a lack of planned opportunities for spiritual development across the curriculum. Consequently, pupils cannot confidently express their spiritual growth. Strong links with the local secondary school help pupils feel prepared for their next steps. The school offers a wide range of extra-curricular activities. Pupils share their talents and interests through leading lunchtime clubs. Thus, pupils develop confidence, responsibility and leadership skills.

Worship and Spirituality

Collective worship provides a special and purposeful start to the day. The revised timing enables members of the school community to come together, fostering an atmosphere of compassion, respect and belonging. Parents are welcome to attend. Thoughtful questioning encourages pupils to share reflections that are valued. There are also times for pupils to engage in deeper thinking during worship. This often leads to pupils continuing these discussions at home. The older pupils actively plan and lead worship, drawing on the school's values and teachings from the Bible. Consequently, many pupils demonstrate a secure knowledge of Bible stories and thoughtful understanding of their relevance to daily life. The vision and values shape worship and support spiritual development. Pupils, who find this time challenging, are nurtured so they can now confidently join the rest of the school. Developing partnerships with local churches enrich worship and reflection. In turn, pupils explore, reflect and consider how to 'Do to others as you would want them to do to you.'

Vision, Justice and Responsibility

Leaders have recently provided focused opportunities for older pupils to explore justice and injustice. This has led pupils to begin to think more deeply about issues that affect their lives or the local area. For example, pupils' debates about protecting 'The Cobb' demonstrate their pride in the Lyme Regis geography and history. Through the parents' association and local groups, pupils are helped to understand the focus of fundraising. Therefore, they support school and community events as they know the potential benefits. They refer to the school vision and values to shape their thinking and lead actions locally. This includes helping to make the school a better place through litter picking and promoting healthy lunchboxes. There is strong civic engagement with the local mayor who values pupils' thoughts and ideas. This is inspired by their desire to contribute positively to the area in which they live. However, pupils have not explored how they can use their voice to consider issues affecting people beyond their locality.



Religious Education

Working in partnership with DSAT, leaders have introduced a new RE curriculum that has raised the subject's profile. Organised through themes, the curriculum enables pupils to make connections between different beliefs and practices. As a result, pupils demonstrate growing knowledge of religious and non-religious worldviews and are increasingly prepared for life in a diverse society. For example, younger pupils compare Christian and Muslim beliefs about creation. The curriculum is challenging and has a clear structure, which helps pupils to organise and develop their thinking. Pupils can name, recall and describe different beliefs and practices. During discussions, pupils show respect for differing perspectives and an increasing appreciation of how beliefs shape people's lives. Ongoing professional development strengthens the successful implementation of the curriculum.

Pupils enjoy RE and engage positively in weekly lessons. Teaching encourages discussion, reflection and the sharing of ideas, enabling pupils to deepen their thinking and make links across the topics. They are particularly confident in sharing their understanding of Christianity. Pupils' work shows that they build on prior knowledge and write at length. Self-assessment helps to reflect on their learning and the appropriate use of key vocabulary. However, assessment practices are not embedded. Therefore, this information does not reliably inform future teaching and learning, limiting opportunities for pupils to flourish.

Vision and School Culture

Inspired by the vision, school leaders prioritise pupils and adults as individuals. Compassionate approaches are both welcomed and highly effective in times of need. Therefore, adults and pupils experience a consistent culture of care. DSAT leaders demonstrate the same commitment through their shared values of love and compassion. Pupils trust staff to help resolve disagreements and have confidence in the care and guidance provided. They also develop the skills to find solutions independently. Staff weave the school values into everyday learning, including social times. As a result, pupils learn to treat others with kindness and respect. Teaching and support staff model these behaviours through thoughtful interactions. Consequently, relationships across the school are strong and positive. Parents recognise that decisions and communications are done in love.

Information

Address	Kingsway, Lyme Regis, Dorset, DT7 3DY.		
Date	06 July 2026	URN	150300
Type of school	Academy	No. of pupils	57
Diocese	Salisbury		
MAT	Diocese of Salisbury Academy Trust		
MAT Chair	Sian Thornton		
Headteacher	Nick Kiddle		
Chair of Governors	Penny Cox		
Inspector	Jo Hunter		