



Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

St Mary's Church of England (VA) Primary School

Address St Mary's Road, Tetbury, Gloucestershire. GL8 8BW

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Overall grade **Good**

The impact of collective worship **Good**

The effectiveness of religious education (RE) **Good**

School's vision

Our vision is that of a caring, Christian community where we light the spark of curiosity, build on individual talents and give everyone the courage to live life in all its fullness.
Based on John 10:10

Key findings

- Leaders have developed a clear vision which is based on the needs of the local context and is underpinned by a theological understanding. Leaders make decisions which enable pupils and adults to flourish.
- Collective worship enables pupil and adults to flourish spiritually. It enables pupils to think about and respond to the needs of the wider community through charitable giving.
- Leaders', including governors', monitoring of the Christian vision is not yet fully embedded in all aspects of the school.
- Living well together is a key component of school life because school leaders, skilfully led by the headteacher, are passionate about caring for all aspects of the school community, enabling all to flourish.
- Assessment in religious education is at an early stage. The subject contributes to pupils' understanding of religion and worldviews, however, this lacks depth.

Areas for development

- Leaders at all levels to develop more systematic approaches for monitoring the impact of the school vision so that it more explicitly leads to improvement as a Church school.
- Embed rigorous systems of assessment in religious education so that pupils gain a deep knowledge and understanding of a variety of concepts contained within religion and worldviews.
- Explore ways of extending social action so that pupils can initiate and take ownership of projects of local and global concern.

How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish?

Inspection findings

St Mary's Primary School is one where all flourish because all are cared for. The culture of care, created by the headteacher and senior leaders is far reaching. Everyone in the school, works together as a team to ensure that pupils and adults, including parents, are supported in their flourishing. The school's Christian vision, summed up through 'caring, curious, and courageous' (3Cs) is well known and articulated by all stakeholders. Consequently, it supports day to day decisions within the school. The theological framework, passionately articulated by the headteacher, underpins the vision, and supports in enabling all to live 'life in all its fullness'.

The supportive governing body works hard to ensure the school continues to develop. They are dedicated and talk articulately about the school's vision, bringing some practical illustration. However, the approaches to monitoring the impact of the school's distinctively Christian vision are not as systematic as they might be.

School leaders make courageous decisions. Decisions made around staffing have supported wellbeing, which in turn has ensured that all are able to flourish. Staff are cared for and because of this they can ensure that their pupils are also cared for. Parents recognise how well their children are supported and how they make progress. This is lived out by the fact that, during lockdown, even though pupils were at home, parents knew that the school was still there for them. They valued the 'no-pressure' stance that the school took and consequently, families were able to thrive during difficult times.

Leaders have been thorough in their own self-evaluation and have, quite rightly, begun to readdress the way in which the curriculum is being delivered. Through thoughtful and courageous discussions, school leaders are beginning to weave the 3Cs of the vision into all aspects of the curriculum. This ensures that pupils have access to rich experiences. Teachers are challenged to think deeply about the experiences given to pupils so that all lessons have a purpose. Lessons create a safe space for pupils to share their ideas and pupils are articulate in sharing their views during lessons. Teachers ask 'big questions' which enable children to be curious in their thinking and have the courage to explore different ideas in their learning. Pupils demonstrate their care by supporting one another within lessons. This is evident in one pupil who was able to become a 'coach' for others during a design and technology lesson.

Experiences both in and out of the classroom support pupils and adults to flourish spiritually. The school understands spirituality through exploring the 'wows', 'nows' and 'ows' of life. The image on the water lily supports this understanding of 'the me you see'. There is a recognition that within all of us the parts that you see and the parts you don't, all support who we are as individuals. Educational visits and well-planned questions help children to develop a sense of awe and wonder. Some pupils have not travelled far, and educational visits, such as one to see the Imperial War Museum, provide opportunities for awe and wonder. The local vicar has supported the school in their understanding of spirituality and has helped to forge strong links. The partnership with the church produce a mutually beneficial relationship which both the church and the school are enthusiastic about maintaining. This relationship has enabled pupils to have a good understanding of key aspects of the Church calendar, such as Ash Wednesday. Furthermore, these links have also enabled flourishing of the community through the church providing an additional avenue of support to families.

Pupils speak passionately about collective worship. It engages pupils of all ages, and all are encouraged to think about the teachings of Jesus and how they can be applied today. Pupils understand different Bible stories and try and live these out in their everyday life. Through collective worship pupils are encouraged to think about the needs of the world. There are some examples of pupils being courageous with social action. However, pupils do not yet take full ownership of projects that improve the lives of others. Worship is well planned in conjunction with the local church and draws on the richness of the Anglican tradition. Times of prayer and reflection are used within worship to support spiritual development. Prayer and reflection areas are visible within classroom and around the school to further compliment prayer times. However, these are not fully utilised by pupils so are not yet having a deep impact.

Pupils enjoy RE lessons, and it contributes to their flourishing. The school uses the locally agreed syllabus supported by 'Understanding Christianity' (UC). It is well resourced in the school and the leader takes full advantage of support offered by the Diocese. RE has a high priority in the school because senior leaders understand the value of the subject. Rich experiences, including visits to a variety of places of worship, have supported pupils' learning and supported pupils to

become curious learners. Teaching of RE provides a safe space for children to discuss their own thoughts and ideas. The subject leader has put in place a new assessment system to support the teaching and learning of RE. However, RE does not yet provide children with sufficient opportunities to gain a deep knowledge and understanding of key concepts within different religions.

Strong relationships and living well together are key characteristics of the school. This is also borne out through the way pupils and adults relate to one another. As a result, everyone is treated with dignity and respect. Behaviour is good and pupils talk openly about needing to ask for forgiveness when they have done something wrong. The 3Cs of caring, curiosity and courageous are central to the way the school treats all people. Pupils talk about how each of the 3Cs are important and how they need to be doing all of them to truly have life in all its fullness.



The effectiveness of RE is Good

There is a good curriculum in place that enables pupils to engage in learning concepts in all religions, including Christianity. This in turn supports pupils to flourish in their learning. Pupils of all abilities, including those with SEND, make progress in their learning because lessons encourage them to be curious and ask big questions. However, tasks do not always give pupil the opportunity to develop and retain a deep understanding of religions and worldviews studied.

Contextual information about the school

Date of inspection	04 May 2022	URN	115700
Date of previous inspection	23 June 2015		
School status	Voluntary Aided	NOR	365
Name of MAT/Federation	N/A		
Diocese / Methodist District	Gloucester		
Headteacher	Jo Woolley		
Pupil profile	The proportion of pupils who are considered to be disadvantaged is below national averages.		
	The proportion of pupils who have special educational needs and/or disabilities is in line with national averages.		
Additional significant information (if needed)			
Inspector's name	Duncan Hutchison	No.	C1908