



## Statutory Inspection of Anglican and Methodist Schools (SIAMS) Report

<b>St Mary's Church of England Primary School, Purton</b>	
Address	College Road, Purton, SN5 4AR
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

School's vision
<p>Faith in everyone to shine brightly.</p> <p>'Those who are wise will shine like the brightness of the heavens' Daniel 12:3</p> <p>'I will make your descendants as numerous as the stars of the sky- and all the nations of the earth will be blessed' Genesis 26:4</p>
Key findings
<ul style="list-style-type: none"> <li>• The Christian vision promotes an exceptional culture of compassionate care and encouragement in which barriers to learning are overcome. This enables all to flourish including pupils considered to be disadvantaged or vulnerable.</li> <li>• The inspirational leadership of the headteacher and team, has created a vibrant learning community. However, although the impact of the vision is regularly monitored and evaluated, the process is not sufficiently rigorous.</li> <li>• Staff have a good shared understanding of spiritual development. Consequently its role in the curriculum has a positive impact on learning as well as personal wellbeing.</li> <li>• Pupils across the school are actively engaged in leading aspects of worship which contributes well to their spiritual development. However, they do not plan and lead worship independently on a regular basis.</li> <li>• Religious Education (RE) is very well led and reflects the school's vision enabling all to flourish by shining brightly. Consequently, pupils greatly enjoy the subject and recognise its prominent role at the heart of school life.</li> </ul>
Areas for development
<ul style="list-style-type: none"> <li>• Ensure the Church school self-evaluation process is sufficiently robust so that the Christian vision enhances opportunities for all to flourish.</li> <li>• Empower the pupil worship groups to lead more widely across the school, parish and diocesan community to increase their spiritual development.</li> <li>• Empower pupils to engage in social action within the local community. This is so that the school's vision will be lived out to a greater extent in partnership with the church community.</li> </ul>

## Inspection findings

The school's Christian vision is lived out in the exceptionally close links with its own community and its local context. The words of the vision explicitly link to the aspirational words from the Book of Daniel. The vision takes its inspiration from the stars studied by the famous astronomer who lived in the village in the past. Leaders, including governors and staff, talk with passion and animation about the way that the vision guides all decision making and interactions. They have the highest aspirations for their pupils. As a result, leaders are continuously searching for ways to improve and place a high priority on professional development. In this way, staff feel highly valued both as individuals and as a team. Governors accurately monitor and evaluate the impact of the vision, primarily on collective worship and RE. Opportunities to review how the vision enhances the breadth of the curriculum are less developed. The school and church communities currently work in a mutually supportive way such as for the local 'Community Fridge'. The contributions of the local clergy have a significant impact on school life. Nevertheless, school leaders have identified their desire to further develop the school's partnership with the church and village community. The school's partnership with the diocese is good. Support is beneficial and highly valued, particularly with regard to the development of the school's vision.

Christian values and spiritual reflection seamlessly thread through the curriculum strengthening the impact of the vision. In this way, pupils' behaviour, attitudes and aspirations are transformed, including those who benefit from support with behaviour. Pupils identified as disadvantaged are extremely well supported in line with the vision by reducing and removing barriers to learning. In this way the needs of each pupil are met, enabling all to flourish. Learning activities are fully engaging and enjoyable, enhancing pupils' very positive experiences of school life. The curriculum is continuously enhanced by a range of visitors and visits such as the recent one to Crocodile World. Using big questions enables pupils to explore and respond to global, spiritual and ethical issues in a safe and secure setting. As a result, pupils are able to develop and justify their viewpoints, listen respectfully to those of others and disagree politely. They are passionate in their pursuit of causes which support their vision and challenge social justice. Examples include action taken on behalf of refugees and the Benin bronzes removed from Nigeria. Letter writing to the Parish Council supported a No Mow May enhancing natural wild areas and protecting bees.

Pupils have a good understanding of current global issues of disadvantage and deprivation from links with a farming community in Mozambique. They learn from others within the school's own diverse community whose experiences of life might have been very different. Staff share a good understanding of spirituality. Consequently rich opportunities for spiritual development are embedded throughout the curriculum. Each pupil is regarded as a precious unique person by their peers and staff and in turn becomes a 'shining star'. In this way they become confident learners who aspire to be the best they can be. The vision creates a culture where all are supported in practical and compassionate care. The school, often together with the church community, demonstrates exceptional support for all families. An example of this is the support provided to the school by clergy following the tragic deaths of two members of staff. Pupils learn about difference in very positive ways, such as during the neurodiversity week. Consequently, diversity is embraced and highly welcomed. St Mary's is an inclusive, warm and friendly school community where bullying is rare. Healthy relationships are promoted very well by the school's relationship and sex education which reflects the vision. Leaders' support for staff wellbeing, reflects a culture where all are supported. As a result, staff morale is high.

Collective worship is inclusive and central to daily life. Worship themes root the school's values in biblical teaching and the life of Christ. Saints' days such as St David's Day are celebrated as are seasons in the Church year. Lent is marked by forty challenges which establishes the period in the curriculum. Anglican practice is embedded in formal greetings and responses. As a result of this, pupils demonstrate a clear understanding of the Christian belief in God as Father, Son and Holy Spirit. The words of the school prayer and responses reflect the words of the vision enhancing the importance of worship. Leaders are varied and include members of the clergy who also support the celebration of Christian festivals in church. Pupil leadership of worship is widespread across the school. Pupils lead aspects of worship within their own classes as well as at a whole school level. However they do not plan and lead independent of adult support on a regular basis. Class-based reflective spaces known as sanctuaries are used well by pupils. Times of quiet reflection and prayer in worship contrast very effectively with joyous singing, such as by the school choir. In this way, collective worship promotes spiritual development well.

RE is recognised as an exciting and inspiring subject at St Mary's. It reflects the vision by promoting respect and diversity as well as enabling all to shine and flourish. The curriculum is very well planned using an effective balance in line with Church school expectations. Pupils enjoy RE because teaching is challenging and motivating. Learning activities enable pupils to think deeply about their own beliefs and those of others. Consequently, RE makes a substantial contribution to spiritual development. Staff are exceptionally well supported by subject leaders. Professional development is used well by leaders including participating at the local diocesan hub. Events such as Inter Faith Week as well as visits and visitors from a variety of faiths are used very effectively. As a result, pupils to show good levels of interest and respectful understanding in a range of faiths including Christianity. A long established link with a community in Africa enables pupils to understand Christianity as a living and diverse faith. The clergy's contributions to the teaching of Christian faith, such as the Bible Explorers' Club are very effective.

Information			
School	St Mary's Church of England Primary School, Purton	Inspection date	1 March 2023
URN	126350	VC/VA/Academy	Voluntary controlled
Diocese/District	Bristol	Pupils on roll	342
Headteacher	Naomi Clarke		
Chair of Governors	Andy Fryer		
Inspector	Daphne Spitzer	No.	37